DOCUMENT RESUME

ED 173 777 CS 004 949

TITLE Successful Ventures in Contemporary Education in Oklahoma, 1976. Volume XI.
INSTITUTION Oklahoma Curriculum Improvement Commission, Oklahoma City.; Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
PUB DATE 76
NOTE 106p.; A number of pages may not reproduce well due to light type

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Educational Innovation; Elementary Secondary Education; *Instructional Innovation; *Reading Instruction; *Remedial Reading; *Teaching Techniques
IDENTIFIERS *Oklahoma

ABSTRACT

The purpose of this publication is to foster increased interest about innovations in the public schools in Oklahoma and to review some of the most interesting and meaningful innovations in the classroom and significant innovations in the teaching and learning process. Each of the 59 articles includes an introductory section that briefly explains how the program being described came into being, a section that describes in some detail how the program was implemented, and a final section that provides some evaluation of the program. The articles are organized under four headings: successful ventures in elementary developmental and remedial reading, successful ventures in secondary developmental and remedial reading, successful ventures in elementary and secondary reading, and miscellaneous successful ventures in elementary and secondary education. (TJ)

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Successful Ventures

IN

Contemporary Education

IN

Oklahoma

1976

VOLUME XI

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selected and arranged
by the
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Leslie Fisher, State Superintendent

CS004 949

FOREWORD

Volume XI of Successful Ventures in Contemporary Education in Oklahoma is dedicated primarily to reading with some miscellaneous articles. The teaching methods described here have proved successful in Oklahoma public schools where teachers have enjoyed freedom to try new and creative ideas. In this publication we share their creative product and hope many of their techniques will be adaptable in your classrooms.

Instructional materials are an educator's tools. They are used in classrooms throughout the country to improve teaching and effect learning. The effectiveness of the educational program for boys and girls in Oklahoma is enhanced by the willingness of teachers to sharpen their tools and share successful techniques and methods used in Oklahoma classrooms.

The State Department of Education expresses its deep appreciation to all the contributors for writing articles for the consideration of Oklahoma classroom teachers. It is our hope that this material will be a valuable resource.

Leslie Fisher

State Superintendent

OKLAHOMA
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THANK YOU . . .

The Oklahoma Curriculum Improvement Commission is indebted to the many teachers who participated in the preparation of this publication.

One of the principal functions of the Oklahoma Curriculum Improvement Commission is the dissemination of good educational practices through shared experiences, pooled information, and operative attacks on school problems.

The main purpose of the Commission's publication "Ventures" is to foster increased interest about innovations in the public schools in Oklahoma. What follows is a review of some most interesting and meaningful innovations in the classroom and significant innovations in the teaching and learning process.

A special word of thanks must be extended to the teachers who wrote the various articles and to those who conscientiously evaluated the activities listed in this publication.

Leslie Roblyer

Chairman, OCIC

(This publication is made possible by funds from the Oklahoma Curriculum Improvement Commission under the auspices of the State Department of Education.)

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SUCCESSFUL VENTURES IN ELEMENTARY DEVELOPMENTAL AND REMEDIAL READING

Picher-Cardin Public Schools Jess Fronterhouse, Superintendent

REMEDIAL READING — THE DISTAR APPROACH

By
Donna Smith
Mary Crane
Lyle Crane, Elementary Principal

INTRODUCTION

Remedial Reading has been introduced into our school system, with a teacher for both the primary and intermediate grades. Our reading program was started because of the indications that there was a significant number of students who were reading below grade level. Regular classroom teachers recommended students for the reading classes. These students were then tested and placed in groups of four to seven students according to their needs and abilities.

IMPLEMENTATION

The primary program for grades one through three, taught by Mrs. Crane, used a great deal of the Distar Reading program developed by SRA. This program was selected to enable the students to progress at their own rate. Its success was studied in other systems that had used it in both remedial and regular classroom work. The Picher-Cardin system had not used the Distar Reading program previously and as a result, the students have eagerly responded to this new approach to reading. Many of the students have commented, "When are we going to work?" This response has been encouraging because we started with the idea of wanting to make learning to read fun and exciting. The majority of the students have shown a measurable gain during this time.

The intermediate program for grades four through six, taught by Mrs. Smith, used a number of approaches. Phonics was taught to students who tested low on word attack skills. This was accomplished with the use of parts of the Economy Reading Program, an SRA phonics program (Schoolhouse), and some learning games. Students with problems in comprehension were given lessons in which they read and answered questions and were taught how to skim and find each answer, along with SRA program in comprehension (Schoolhouse).

It has been found that many of the students with reading problems were generally poor achievers. Allowing the students to begin work at a level where they are really successful helped build the confidence necessary to continue their work without giving up before they had really tried.

Also included in the program were some students who were above

their grade level in reading. An enrichment program was planned in which these students read interesting stories and articles, and then answer some questions in order that their progress be monitored. These students generally pace themselves, but teacher conferences insure their material is suitable for them. Concentration has been placed on making sure that all phases of the childs reading skills correspond with his apparent reading level.

EVALUATION

Student comments show that they enjoy the reading program. The classroom teachers have reported that students are eager to attend the classes and look forward to it each day. Some students have shown marked improvement in their schoolwork, while many others seem to have more self-confidence. We all believe this must be, in part, due to their 'daily dose' of success and reading improvement in the new remedial reading program.

Red Rock Public Schools — Alex Wilson, Superintendent

DEVELOPMENTAL AND CORRECTIVE READING

By
Phil Lipscomb

INTRODUCTION

Red Rock Elementary School is in a small rural community. The school has, in one building, facilities for teaching kindergarten through Grade 12. The tentative population of the school is about 200 students.

IMPLEMENTATION

Developmental Reading is provided for the first six grades with use of the Harper Row Basal Reading Series. Small group work and some individual prescriptive teaching is done in the classroom setting. Supplemental to the Developmental Reading Program is a corrective and remedial program for students one or more years behind their grade level in reading ability. This program is funded through Title VII and has become an integral part of the total reading program.

The objective of this program is that 80% of these students will have a gain of one year in their reading ability according to their performance on the California Achievement Test to be given in May of this year. The program is totally individualized and provides an adjusted developmental lesson for each child with emphasis being placed on attitudes toward reading and skill deficiencies diagnosed early in the program.

EVALUATION

Each student is given a monthly evaluation to check progress on a standardized level. Each day as a part of the reading lesson there is an informal measure of the student's reading ability and attitudes for reading.

The program in its entirety is monitored and evaluated periodically by Dr. Melden of the Reading Center at OSU and various monitoring teams directed by ESAA.

Buffalo Public Schools Dr. Virgil Wells, Superintendent

BUFFALO READING IMPROVEMENT PROGRAM

By
Ruth E. Berends

INTRODUCTION

The Buffalo Reading Improvement Program (BRIP) is a Title I program functioning in its fourth year. The BRIP is designed to diagnostically teach thirty-six students; using an electic approach to reading for one school term. The students had to be reading below grade and their expected capacity level to participate in the program. The students were selected by survey tests and referral lists. The referral lists were obtained from teachers, parents, and students. The paramount purpose is to improve reading skills using diagnostic tools, developmental materials, and remedial techniques within an individual setting. Students were selected after crucial deficiencies were discovered in reading comprehension or word attack skills. Students had to be reading below the fiftieth percentile rank on a standardized reading test to be considered.

IMPLEMENTATION

The original plan was to select six second graders and six third graders with average or above intelligence who were reading at least six months below grade level. Eight students were to be chosen from each of the fourth, fifth, and sixth grades who were of average intelligence and reading at least two years below grade level or their expected capacity.

As required by each student, the following instruments were used to determine IQ scores:

1. *Short Form Test of Academic Aptitude*
2. *Peabody Picture Vocabulary Test*
3. *Welcher Intelligence Scale for Children.*

The California Achievement Test (Reading) — Form A for the pretests and Form B for the post tests — were used to determine reading levels and student progress.

The selection committee was composed of the superintendent, principal, and the reading specialist. The reading specialist compiled a chart of all available information from the survey and testing procedures. Using referrals from students, parents, and teachers as top priority, the students were chosen. Since teachers were asked to refer students in May and September; two teachers' opinions were available on each class. Depending on the immediate situation, the principal or the superintendent assumed full responsibility for the final selection of participating pupils.

As required by students, the following diagnostic tools were used to plan an individualized program for pupils:

1. Robert A. McCracken's *Standard Reading Inventory.*
2. Indiana Test of Basic Skills and the Group Inventory of Word Attack Skills Using Nonsense Syllables.
3. *Programmed Reading* Placement Test.
4. *Clue's to Reading* Placement Test.
5. Darrell D. Ray's Ray Informal.
6. Visual and auditory discrimination tests.
7. Berends, Stever, and Ray's Error Analysis.
8. Informal checks by the reading specialist.

As placement tests were given and diagnoses completed; work schedules were planned for each student; in such a way, that as the previous day's work was recorded the child could determine his next day's assignments. Students were placed in the available materials at his level of achievement. As the child progressed his level was changed by previously determined standards. If a student scored seventy percent, it was understood that his level and speed were fine; if grades were below fifty, the materials were too hard and he needed to drop a level; if he made ninety or above, the materials were too easy and he needed to select a higher level. After the work schedules were completed, the reading specialist provided for group and individual instruction in skill deficiences. Oral reading was often used to observe students' word attack habits, comprehension tools, inference and integrating abilities.

Students were assigned days at each center; but they were allowed to select a more desirable task for the day, provided the complete work schedule was in at the Friday conference. A week's work schedule consisted of sufficient work to keep a child busy for four full days. Fridays are spent in checking work schedules and completing work schedules. If work schedules were complete the students were allowed free time to select their own activity. These activities can be reading games, library books, puzzles, and perceptual tools. Students were in the room for one hour a day; five days a week for one school term.

All materials purchased for the BRIP had to employ the graphenephonme method; plus, using substitution for developing new words. The following materials were chosen for developing and improving basic reading skills:

1. The Educational Developmental Laboratory's skills: reading, films, sight vocabulary, skill laboratories, motility and visual discrimination programs.
2. D.C. Heath Miami Lingusitic Readers.
3. Educational Progress Corporation's *Clues to Reading.*
4. McGraw Hill's *Programmed Readers* by Sullivan.
5. Barnell Lofts' *Specific Skill Builders* and their *Picto-Cabulary* by Boning.
6. *Readers' Digest Skill Builders.*

7. Lyons and Carnaham's *Phonics We Use Games Kit.*

Miscellaneous tools: such as, typewriter, voice mirror, tape recorder, visualizer, flash-x, library books, file boxes, games, and puzzles; were used to keep interest high.

The class was managed by the following philosophies:

1. Courteous behavior toward others is required.
2. Success is guaranteed to all pupils.
3. Repetition of achieved skills is not necessary, but,
4. Re-enforcement of skills until they are usable is.
5. Recognition of mistakes comes before correcting them.
6. Compensation for handicaps may have to be taught.
7. The right to learn depends on wanting to learn.

EVALUATION

Evaluations were made from the data received by giving pre and post tests of the *California Achievement Test* (*Reading*) Forms A & B. From these tests, differences in growth were determined in grade level, percentile ranks, and the Achievement Developmental Scale Score. These were tabulated for each child, grade, and the program. The *Short Form Test of Academic Aptitude* was re-administered and differences computed between IQ scores, percentile ranks, the mental age, and the Reference Scale Score.

The above research provided opportunity to locate weaknesses in teaching techniques and indicated improvements.

The students became independent, self-sufficient people. They could determine what activity was to be completed on which day. They could accept the responsibility for their own education. They asked for homework. Improvements in their self-concepts were observable. Parents are accepting the program as beneficial to any and all students, not just the mentally handicapped.

Carnegie Public Schools Dr. B. W. Randquist, Superintendent

THE ESSENTIALS OF GOOD RAPPORT IN DEVELOPMENTAL READING

By
Oweda Kelly
Cocata Shinn
Susan Dyer

INTRODUCTION

The first grade teachers of the Carnegie School System were not exceptionally pleased with every pupil's progress after a semesters work. Of course, some students were progressing very well but there was a feeling of inadequacy with others. Everything was not being accomplished for every student that should be in a phonics and reading program.

By putting our heads together, there was a concentrated effort to improve the program. The following solution was decided upon and has

worked out beautifully. The complete phonics program from the Economy Company is being used.

IMPLEMENTATION

The plan began in each teacher's classroom. The children were divided into three groups; the accelerated, average, and slow-learners. After a few days of preparation, it was decided that the children be put into groups identified by animal names; lions, tigers, and bears. At 9:45 each morning, the children went to the designated room for their animal name. Since we are all located in the same area, the children were already well acquainted with the other teachers.

The accelerated group continued in Level 5 and were able to progress quite rapidly. At the same time, the middle group returned to Level 3 of the Economy Program for some review and more intense emphasis on phonetic principles already covered. The under-achievers were started at Level 1 with beginning basic phonetic principles. This was intentionally the smallest group. The plan called for a concentrated effort toward individual attention and success. Probably the greatest amount of real pride in achievement was seen in this group.

This program was started with eighteen weeks remaining in school. At the end of three weeks, the groups changed rooms and teachers. This in no way upset the children. It was a fun activity which the teachers turned into a game. The three week rotation continued throughout the remainder of the year. Every child was equally excited when it was time for a change again. We would probably say that the biggest reason for a completely successful venture is the good rapport among the three teachers.

EVALUATION

1. Students, in all levels, are reading more fluently.
2. Teachers agree that each group excelled with this program.
3. Standardized tests show marked gains in reading.
4. Independent work has improved more rapidly.

Marlow Public Schools — Harold T. Wingfield, Superintendent

ELIMINATE THE NEGATIVE

By
Ann Hartgraves

INTRODUCTION

Positive thinking is essential for successful experiences. Far too often we hear the student's cry for help with experiences such as "I can't, It's too hard, I'm stupid, or I'll never learn." With these expressions and thoughts in mind, Marlow established a Remedial Reading Program in the Elementary School eight years ago. After much study and observation, it was decided to begin the program in the second grade and continue working upward as time would allow. In this way, problems would not become

further complicated by such factors as social and emotional maladjustment, more parental concern, negative peer group evaluation, and more loss of self-image.

All students enrolled in the program are performing below average or not working to their ability as measured by standardized achievement tests and teacher evaluation. The primary goal of the program is to restructure the student's self-image by breaking down the failure syndrome and establishing a pattern of successful reading. After the student is enrolled in the class, parent-teacher conferences are held to inform the parent of the goals of the program, to discuss materials used in the program, and to determine ways to help the child become a more successful reader.

IMPLEMENTATION

No regular classroom materials are used in this program. In this way, there is no boredom or repetition of materials. All materials and activities are structured to develop interest, build self-image, create a desire to learn, reinforce vocabulary, and improve comprehension skills.

Materials used in the program are:

Overhead projector (crossword puzzles, nursery rhymes, letter recognition, word recognition, initial sounds, medial sounds, final sounds, blending, rhyming, sight words, and vocabulary)
Controlled Reader
Viewlex machine for filmstrips and records
Hoffman Language Arts Reading Program
New Practice Readers-Webster-McGraw Hill
Reading for Concepts-Liddle-McGraw Hill
Barnell-Loft Specific Skill Series
McCall-Crabbs Reading Lessons
Sullivan's Programmed Reading Books, Webstermasters, Filmstrips, and Storybooks
Read-Study-Think Educational Press
Skilltexts-Charles Merrill
Pegboard Materials
Flannelboard Materials
Sequence Cards
Initial Sound Cards
Rhyming Pictures
Homonym Cards
Synonym Cards
Antonym Cards
Phonic Rummy
Dolch Sight Word Cards
Syllable Games
Phonetic Quizmo
Vowel Lotto
Consonant Lotto

Much of this material has been teacher made. Games have been very successful in the program. One of the favorite games is played like an old fashioned spelling bee or turn down. At the beginning of the year, the students draw numbers for their place in line. If a student is not turned down by the end of one period, he goes to the end of the line the next time the game is played and works his way up. Sight words, vowel sounds, prefixes, suffixes, etc., are excellent for this game.

Sequence is difficult for primary children. Nursery Rhyme pictures are excellent to help teach this skill. Cut the pictures out and let the student put them in the right order. Later, make sentences describing each picture and let the student put the sentences in the correct order.

EVALUATION

1. Students read more books in the library.
2. Teachers have observed marked improvement in self-images.
3. Students have successful experiences in areas relating to reading.
4. Students have a positive approach to learning.
5. Standardized tests show that the students averaged improvement of 35 percentile in vocabulary and 36 percentile in comprehension.

Dibble Public Schools — Jerry Harris, Superintendent

A MULTI-SENSORY APPROACH TO REMEDIAL READING

By
Sally Akers

INTRODUCTION

This program was established as a remedial reading class. The goals are to help each student needing remedial reading to improve in the basic reading skills. Hopefully, each student will be able to achieve the highest reading level he can through working and continuing in this program. The class is only offered to those students in the fifth through ninth grades.

IMPLEMENTATION

Prior to the onset of group work, each student in the grades mentioned above are given the Gates-MacGinitie Reading Survey test. This test aids in evaluating the vocabulary and reading comprehension skills the students have mastered. The reading teacher and the students' classroom teacher evaluate each students' test and those who show a reading level two or more years below grade placement are referred to the reading specialist. Further informal diagnoses by the teacher is given to help meet the needs of each student.

After diagnosis is made, the teacher structures an individualized program for each student, utilizing the multi-level materials and audio-visual aids available in the reading room. At the conclusion of the school year, the students are given the second form of the Gates-MacGinitie test to determine what gains each student made during the year.

EVALUATION

1. Students who demonstrated a reluctance to read are now often reading more books and other materials independently.
2. Achievement tests show gains in the basic reading skills.
3. Attitudes of failure and disinterest in many students toward some areas of classwork seem to be changing to more positive outlooks toward school in general.
4. Negative self-concepts in many of the remedial readers are changing to more positive outlooks.

Midwest City - Del City Public Schools Dr. Lewis Eubanks, Superintendent

SELF-PACING APPROACH TO DEVELOPMENTAL READING

By

Sherrill Kerr

INTRODUCTION

Reading is not merely pronouncing words from a printed page, but a thought-getting process. The learning activities must include enrichment, evaluation and enjoyment. It must be a successful procedure, formulated in a happy, friendly atmosphere where the children can feel that they are reasonably successful. It appears that children learn more easily when they are allowed to discover and experiment: this leads to developing independent critical reading and reflective thinking skills. I have attempted to make accessible to each student sufficient and varied reading experiences and materials on all appropriate instructional levels. My classes have a certain amount of freedom; the degree varies, of course, with the temperament and level of the group, but I have tried to eliminate distracting activities during concentrated work periods. It was interesting to observe these students when they were first trying this new experience. This is when I decided (convinced and determined) to concentrate on developing self-control, resourceful independence, and good work habits in an academic setting.

IMPLEMENTATION

Children work more efficiently when they understand what is expected and how to achieve the desired behavior. Our sixth grade is departmentalized. I have grouped the children according to ability and evaluation of Gates-MacGinitie, CTBS, and prescriptive reading scores. I also use several diagnostic tools to determine where each student's strengths and weaknesses lie. Roughly this is how the children are grouped.

Group A — below 5.5
Group B — 5.5 - 6.5
Group C — 6.5 - 7.5
Group D — 7.5 - up

I have four reading classes a day for a 50 minute period. The pro-

cedure differs with each group, however, in every class I give block assignments for the week in the area of teacher directed activities.

Group A uses the basal text by Scott-Foresman, *Open Highways* and occasionally will read a story from *Seven Seas.*

Group B began in the Ginn. *Wings to Adventure,* but are now in Harper Row, *Seven Seas.*

Groups C and D read from *Seven Seas* and they use the workbooks that accompany this series. These texts are just a small section of the materials to which I expose the students each year. I strive to use a great variety of materials in order to stimulate all my students.

There are several activities which I try to incorporate in each week's activities. Generally, I introduce one story each week from their respective basal texts, stressing literal, interpretive and critical comprehension skills. This is done as a class in discussion or individually as they answer specific questions or complete certain workbook pages selected to strengthen a skill. I also conduct some form of enrichment which might include drama, creative writing, choral reading, related art, vocabulary building, and others. This normally takes two days of each week.

Each week we go to the library in preparation for a monthly book report. This is not a traditional book report but instead the student may choose from a compilation of 60 ideas in telling me about their book i.e., a diorama, a poster, research on the author, a book jacket, pantomines, etc. Each week at some time in small groups, they view a RAP (Reading Achievement Program) film and a controlled reader series film. This encompasses another day.

The remaining two days of each week are left up to the student to plan. I have a 9' x 10' rug, complete with pillow, and he is allowed to work there as long as he does not disturb others. This has been a great success in all groups. The student can choose from the following materials: SRA Pilot Library, Reader's Digest tape series, and skill texts, several strands of supplementary readers, Gates-Peardon, SRA, Sights and Sounds (for slower groups) Lippincott readers, a number of teacher-made skill building exercises and a large paperback library. All of the above emphasize vocabulary and translation, phonetic and structural analysis skills.

Each student has a folder and a sheet on which they record what they accomplished that week. Each week I review this with them, noting amount of individual working time, level of success on each activity and and make suggestions as to what they might concentrate on the next week. This leaves time for individual or small group work for students having difficulty. Of course, depending on the group, the content and duration of any of these exercises is varied.

Ideally, they should be on their own a greater percentage of the time, but this particular group could not handle that much independence. Naturally, all of the above explanations are relative to the interest of the group and other variables. The number of independent working days is sometimes three.

EVALUATION

Periodically, I administer either a teacher-made test or weekly reader diagnostic tests and have been fairly pleased with their performance. A final evaluation will not be available until later in May. There does seem to be an increased interest in reading all types of material.

Sapulpa Public Schools Dr. John L. Martin, Superintendent

DEVELOPMENTAL READING: AN INNOVATIVE APPROACH

By

Sue Haile

INTRODUCTION

Reading begins at birth. It begins with the birth cry which is the beginning of expressive language. It begins with the baby's first response to the human voice which is the beginning of receptive language. Language development proceeds from birth in an orderly sequence provided the infant is free from sensory deficit and is fortunate enough to be the recipient of a stimulating environment, rich in language. However, an alarming number of children (approximately 50 percent or more) enter kindergarten each year with a language deficiency. A deficiency in vocabulary will result in poor reading comprehension. A deficiency in receptive language or listening will also impede comprehension of both reading and general skill instruction. A deficiency in expressive language will inhibit both verbal expression and written expression. Because language skill is the foundation upon which reading (and all other learning) emanates; the reading program in Sapulpa, Oklahoma begins in kindergarten with a strong language program.

IMPLEMENTATION

In the 1972-73 school year the Sapulpa Schools implemented a new reading program in order to reduce the number of educationally handicapped children. The emphasis during these last three years have been on:

1.) The restructure of the instructional curriculum of the kindergarten through the second grade in the cognitive, affective and psychomotor domain in order to better meet the needs of all students.

2.) The development of a testing and screening program to identify educationally handicapped students and thereby suggest alternate strategies for providing individualized instruction which will result in increased academic gains by these students.

3.) The continuation of community involvement through active participation. Contribution in such areas as curriculum development evaluation, general program implementation and testing and screening.

Two excellent language materials were selected to expedite competent

language instruction. All too often language instruction is considered incidental. True, language is an ongoing process, and much learning does take place through incidental instruction. However, without specific objectives and an appropriate set of activities to implement the objective, gaps are allowed to exist in the child's language development. The two materials used in the Sapulpa kindergarten and first grade are *Distar Language* in kindergarten followed by *Peabody Language* in first grade.

The kindergarten child remains in the *Distar Language* program until it is determined through program evaluation and teacher judgement that he or she is ready to begin reading. At that time the child begins Distar Reading, a low rationale (meaning no rules to memorize), highly structured material. Each child progresses at a rate commensurate with his or her developmental level.

In addition each kindergarten teacher also provides the child with output opportunity through a Language-experience approach. The kindergarten child dictates stories to an upper grade "Tutor or Secretary." This gives the child an opportunity to develop expressive language skill and also begins creative writing skill.

In first grade the child continues in the Distar Reading Program; either in Distar I which develops word attack skills, or Distar II which continues word attack skill development as well as comprehension skill development. Each child progresses through the program at his or her own individual pace. Basal readers, library books, and trade books are used by the first grade teachers to give the child both reading practice and to instill a desire to read.

Individual reading conferences eliminate "round robin" type reading instruction so common in primary grades which *can* be devastating to the self-concept of children who are underachievers. With assignments and materials individualized a child's reading competency is a private matter between the child and the teacher.

The first grade child is given ample opportunity to continue his or her Language-Experience story writing. This begins to take form in creative writing. The child is positively reinforced by the teacher for any and all creative stories. Creative writing gives the child an opportunity to utilize the skills developed through the Distar Reading. Creative writing in the first grade provides the child with a creative outlet, develops auditory awareness so necessary to spelling, and enables the child to view reading and writing as a mutually reinforcing process. In addition they learn to love writing and if encouraged will find high school composition and report writing a pleasure rather than a chore to be avoided.

In second grade the child, when ready, begins Distar III. Distar III develops skill in comprehension and logical thought. Skills so necessary to successful public school performance. Creative writing is continued as well as reading for practice and pleasure.

The Sapulpa Schools also provide two Transition Rooms. The child, who at the end of kindergarten, indicates through testing and teacher

judgment that he or she needs more time and experience before going on to first grade is placed in the Developmental Room. The teachers in these rooms provide the child with the additional experience needed to remediate any specific deficit. The child is moved into the regular first grade room as soon as he or she is ready.

The reading program in Sapulpa is designed to meet the needs of each individual child.

EVALUATION

In evaluating our reading program, we administer the pre-tests (Metropolitan Readiness Test Form A, B, and the Metropolitan Achievement Test Primary I Form G and Primary II Form K for Grades I and II) and at the end of the school year, we administer the post-tests (Metropolitan Readiness Test, Form B-Kindergarten; Metropolitan Achievement Tests Primary I Form G and Primary II Form II Form G Grades I and II. In addition to these tests, we also administer the Vane, The Thomas Self Value Concept, and the Okla. City Neurological Survey. Our results are fed to a computer service, and in return, the analysist presents us with statistical data, Prescriptive print-outs, and other pertinent information which relates to each individual's progress.

85.4% of our children in kindergarten and grade I are reading at, or above, grade level. Our grade II evaluations will not be available until June, 1975.

Our program, our program techniques, and our evaluation results have been praised by the Oklahoma State Department of Education and the National Right to Read Program. We have also been presented the Pacesetter Award from the National Advisory Council on Supplementary Centers and Services, and have been nationally validated.

Muskogee Public Schools — Billy R. Davis, Superintendent

A DEVELOPMENTAL READING PROGRAM: A MULTI-SKILLED APPROACH

By
Don Jo Wright

INTRODUCTION

My reading class of Edison Elementary School had presented a well-received program last year for the Optimist Club, and at the beginning of school this year, the same club asked us to prepare a program to present to them during Oklahoma Heritage Week in November. The choice of the type of program we would present would be up to me.

IMPLEMENTATION

The object of the program as far as the reading students were concerned, was to prepare a program in which each student could be involved in both the writing of the program and appearing in the presentation. The

title, "Famous Okies," was chosen and each student selected or was given a personage who had lived a part of his life in Oklahoma and who had contributed something to its development. Very little trouble was experienced finding diversified famous personalities, and after deciding which "Okies" to report on, each student began his own research. Again little trouble was experienced in researching the earlier famous people. They were written in World Book, Comptons, Book of Knowledge, and Encylopaedia Britianica. The more modern personages had to be researched at Muskogee Public Library, and one group of students and I spent a Saturday afternoon doing this. Information on people of today, such as Lelia Foley of Taft, the first elected black woman mayor in the United States, and Kate Frank, famous Muskogee educator, for whom the manor for retired teachers in Muskogee is named, was unobtainable. These two women were happy to supply students with their biographies.

The first drafts of biographical sketches done by the students were tremendous. Many of them were pages long. Since a 45 minute program had been requested, and the class consisted of the 27 top 4th, 5th, and 6th grade students, a time limit had to be set, and impertinent information had to be deleted. Each student's biographical sketch was reduced to under 30 seconds by actually spending class time timing them again and again, until the desired seconds were achieved.

It was decided to present reports in the first person, to make it more interesting to the audience. The narrator used this as her opening speech:

> "In the family of the 50 states of the United States of America, Oklahoma is still a baby, or at least a teenager. Our heritage is certainly not as well established as that of the 13 original colonies, but even in its youth, Oklahoma has given to the world many personalities of renown. We of Mrs. Wright's reading class of Edison School would like to share with you our research into the lives of some famous Okies. We are going to give the name of the person we represent last — so you can test your 'Famous Okie' I.Q."

The "Okies" were presented more or less in historical order, beginning with Sequoyah and ending with Anita Bryant. Each student was dressed as he felt the person he represented would be dressed. By begging and borrowing, outstanding costuming was achieved. As each student finished his short biography, done by memory, and never mentioning his name, he paused and then stated his personage; for example: "I am Sequoyah." It was interesting to see the reaction of the audience as they tried to guess who the speaker represented.

It is fortunate in that I am also the music teacher in Edison School, have a piano in my room, and teach the same 4th, 5th, and 6th graders their music each day. When doing a program of this type, attempts are made to use appropriate music to enhance it. The only manipulation done as far as assigning people to the students, was making sure a good singer was Patti Page, or Woody Guthrie. In singing, some solos, some group

singing, some action such as finger snapping and body movements — all coordinated and perfect! — were done.

From the program, it can be seen that very few boys were in the class. Many of the famous Okies were represented by "their wives."

The lineup of the program was:

Opening Song: "Oklahoma Emblems," accompanied by an Indian in full headdress beating a tom-tom. Sung by the entire group.
Narrator's Introduction
Sequoyah
Minerva Ross Murrell
Stand Waite
Laura Ingalls Wilder
Mrs. Charles Nathaniel Haskell
Jim Thorp: Song: "You've Got to be a Football Hero," sung by all students while "Mr. Thorp", in full football uniform, flexed his muscles in many positions a la Mr. Universe.
Alice Mary Robertson
Will Rogers: (This was an outstanding part of the program. The young man did a 3 minute monologue of Will Roger's political sayings, which have such meaning even today.)
Maria Tallchief
Mrs. Thomas Dewey
Mrs. Grant Foreman
Woody Guthrie: Song "This Land is Your Land," solo with dramatic group ending.
Pearl Mesta
Kate Frank
Jim Shoulders
Mickey Mantle: Song: "Take Me Out to the Ball Game," one chorus as a solo. (One chorus as "Mickey" and an umpire was done as a comedy skit of batting, with the umpire screaming, "One, two, three strikes, you're out!")
Marques Haynes: "Marques" entered dribbling the basketball as only the Globe Trotters can (thanks to a good P.E. Instructor's help), as the group was whistling "Sweet Georgia Brown."
Gene Autry: Song: "Take Me Back to Tulsa," solo and chorus.
Gordon Cooper
Ada Lois Sipuel
Patty Page: Solo: "Tennessee Waltz."
Lelia Foley
Jane Jayroe: ("Jane" entered and walked across the stage with much charm as the group sang "Miss America").
Anita Bryant: Song: "I'd Like to Teach the World to Sing," (using the Coca Cola words, sung as a solo and by the group with rock movements).
Closing Number: "Hats Off I'm An Oklahoma Sooner," by Bennie

Valentine. (Each student wore a hat, and all used them together, taking them off in the appropriate place in the song).

EVALUATION

The program was performed numerous places in Muskogee. With each performance, the students gained more self-confidence. With the preparation of the program and through research, the students learned much Oklahoma History. Through their research the students learned how to read for a report and write a report. Through shortening of the reports, the students learned how to eliminate unneeded information, and concentrate on important facts. The students learned to memorize, enunciate clearly, and speak with feeling.

Custer Public Schools — Mr. Don Muse, Superintendent

STUDENT STRUCTURED DEVELOPMENTAL READING

By
Kaye Groce

INTRODUCTION

Need an end of the year motivational technique for your reading classes? For an unusual and rewarding experience, turn your class over to the students. With the proper supervision and planning, it can be a very rewarding experience for all concerned — what better way to teach responsibility and group participation! Such a venture was undertaken by the sixth grade developmental reading lab at Custer Grade School under the supervision of their reading instructor, Mrs. Kaye Groce.

IMPLEMENTATION

After the idea was presented, the class decided to divide into four groups, with each group planning a two week lesson. Now the fun and learning experiences began! Each group was allowed to select one story from a group of eight stories already chosen by the instructor. Each group selected a chairman, and then began planning its lesson. They could use any approach and materials they desired or devised. Their lesson plans were to follow the pattern below and were to be turned in to the teacher three days prior to the presentation for any changes or corrections.

Form:

A. Materials needed
B. Time
C. Motivation
D. Lesson
E. Evaluation
    1. Students presenting lesson
    2. Class
    3. Teacher

Imaginations and wheels began to turn! Students were so engrossed

in their lessons they ignored recess bells. Many lessons had to be rewritten, changed, or scrapped altogether. Conferences were held continuously and plans were evaluated and reevaluated.

Finally "D" Day arrived, and the first group was ready to teach. Such anticipation and excitement Now the term "student teacher" had real meaning for the sixth grade.

Each group was different and unique in its presentation. One group, using the story "When the Mississippi was Wild" from *Arrivals and Departures* in Allyn and Bacon, did a take-off on tall tales. A second group, using "The Burglar Trap" from the same series, delved into poetry. After developing vocabulary and reading the story, the group used class participation to compose poems. Haiku, Cinquain, limericks, and free verse were very popular. A third group used a number line and mural to add interest to the story, "Explorers from 1768 to 1873" in the series *From Coins to Kings*, Harper & Row.

The fourth and final group selected the play, "Posies for the Potentate" from *Lavender Skywriters*, The Economy Company. After presenting their lesson and discussing the story, they divided the class into groups. Each was to write a humorous skit and present it during class.

EVAULATION

Reading had become fun. Even the slower students had a part and were given responsibilities within their groups. Everyone had thoughts and ideas to contribute. Everyone participated. Everyone took part in the evaluation and benefited. Perhaps one student summed it best when he wrote on his evaluation form in Haiku:

Reading is fun, Yes!
Students can teach and learn, Yes!
Everyone scores, Yes!

Bethany Public Schools — Leonard Harper, Superintendent

DEVELOPMENTAL READING

By
Yvonne Cobb

INTRODUCTION

Finding dissatisfaction with the reading skills phase of a remedial reading program the teacher decided to try something more personally directed that would consider children's differences more extensively.

IMPLEMENTATION

In order to have a better knowledge of the skills needed for each level it was necessary for the teacher to:

1. Obtain a list of the Barbe Reading skills check list for each grade level.
2. Take several college courses in reading.

3. Check out textbooks on basic skills in reading from the library.
4. Review workbooks and basal readers for lists of skills needed at each level.

A reading diagnostic test was then prepared which would reveal the skills the students needed work on for his grade level.

After the results of the tests were obtained, they were plotted in blue onto the class and individual profile charts.

USE OF TEST MATERIALS:

1. Each child has his own individual profile chart. All tests are plotted on one profile chart.
2. A class profile was made for each skill to give a good indication of where the class stands as a whole in each of the skills.
3. It was considered that a score of 80% or more indicates a basic understanding of that particular skill on that particular level. Therefore, for that pupil, drill in that area is not necessary.

USE OF THE SKILLS FILE:

A skills file was then set up in the classroom. A student works several worksheets obtained from the file. This will be work on a skill in which the student has not reached 80% on the profile chart. The student also has access to various games to reinforce that particular skill. When the child and the teacher feels he has a basic understanding of the skill, the child will take a test over that skill. The test score is then plotted in orange on his profile chart. If the student scores 80% or better on the skill test, he will work on another skill the next week when another forty-five minute period will be allotted for this project.

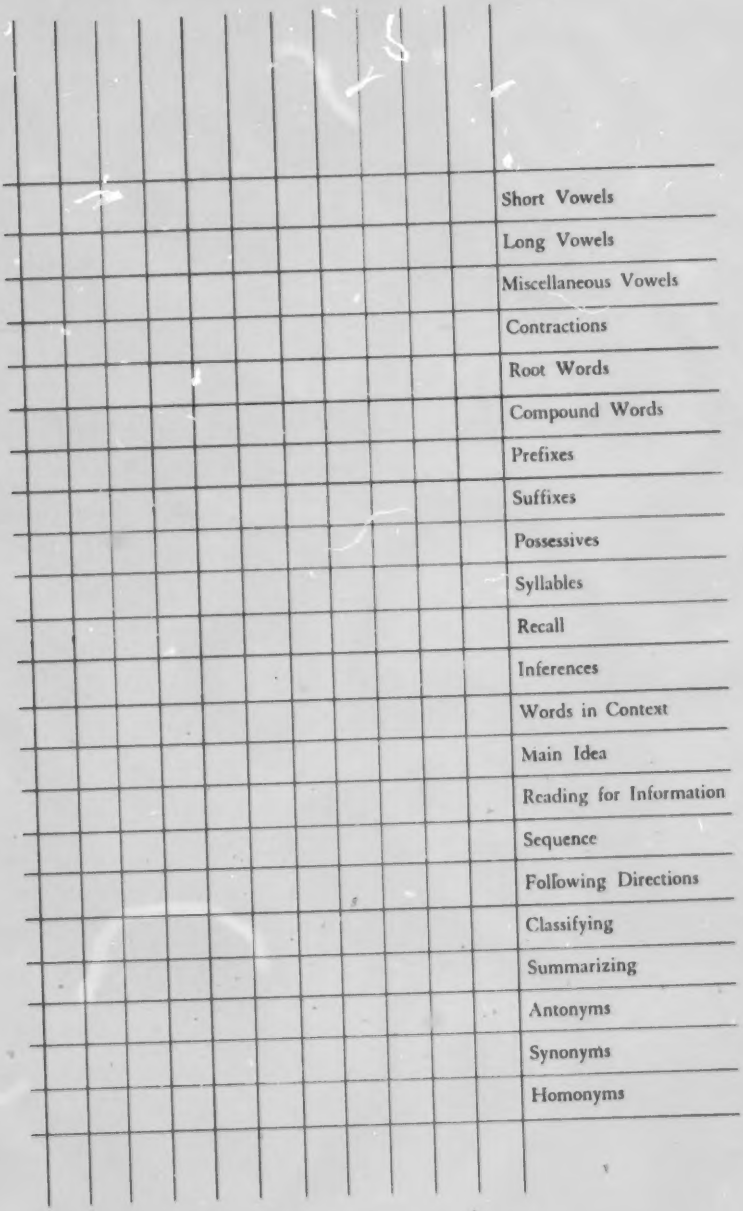
EVALUATION

1. Students, in all levels, can recognize their own individual needs.
2. Achievement tests show marked gains in reading.
3. The student establishes independence in the reading skills for his level.
4. If a student already has a basic understanding of that skill, drill is not necessary for him in that area.
5. The child develops independence in identifying the printed word.
6. The child develops independence in coping with meaning difficulties.
7. The student develops at his own rate eliminating the danger of a student finding himself struggling at the bottom of a group, and thus seeing himself inadequate.
8. The student develops a positive attitude toward reading.
9. The student's interest in reading is increased.
10. The child can see the progress he is making by looking at his profile chart.

INDIVIDUAL READING PROFILE

NAME _____

	0	10	20	30	40	50	60	70	80	90	100
Short Vowels											
Long Vowels											
Miscellaneous Vowels											
Contractions											
Root Words											
Compound Words											
Prefixes											
Suffixes											
Possessives											
Syllables											
Recall											
Inferences											
Words in Context											
Main Idea											
Reading for Information											
Sequence											
Following Directions											
Classifying											
Summarizing											
Antonyms											
Synonyms											
Homonyms											



CLASS PROFILE SHEET

Ponca City Public Schools Dr. Allen Robson, Superintendent

RACING INTO READING

By
Jeannine Gibbens

INTRODUCTION

There was great excitement around the school the Friday we had our school track meet. Although the first graders would not be participating in the races, they would be cheering the racers on.

Since they were still excited about it the following Monday, we turned on the tape recorder. While groups were recording their experience through pictures and written stories, others were recording on the tape.

IMPLEMENTATION

The next day it was decided to make a book which would include each child's taped story. One boy took off his tennis shoe so we could draw around it to make a book cover, another offered her own shoestring so it could be laced and look "real." After another child painted the shoe, it looked just like a "track shoe" and pages were cut using it as a pattern.

The children talked about the diferent parts they wanted in their book. One girl put all of the pages in alphabetical order according to each child's first name. Next a page was made for the contents with each child's page listed separately. All of the pictures were mounted on a long strip of yellow paper along with quotes from all the children placed on large circular sheets overlapping the pictures.

EVALUATION

The learning that went on during this project and after completion was unbelieveable! The book has been read and re-read since each child has had the opportunity to keep it in his or her desk. It has been noticed that as parents have come to the room, the first thing their child does is show them his page in the book.

The lively interaction in the classroom expanded into the hall where the class placed a mural with the same original pictures and verbal descriptions. Children in the upper grades stopped to look and read. The class overheard them as they identified either themselves or a friend.

The reinforcement for a job well done came from their enjoyment in reading a book they helped create and from seeing and hearing the way the older children enjoyed their mural. It was an exciting and fulfilling learning adventure.

Hobart Public Schools Kenneth New, Superintendent

DIAGNOSTIC PRESCRIPTIVE TEACHING OF READING

By

Marguerite Ledbetter

Diagnostic-prescriptive teaching of reading first attempts to determine the competencies a student has in the various reading skills. This type of reading program generally provides assessment of testing materials you can use with a group of students or an individual student to determine competency in each of the reading skills. Usually the word-recognition skills such as sight word knowledge, phonics, structural analysis, context clue usage and dictionary usage are evaluated by such assessment devices in detail. These assessment devices are also designed to evaluate a student's competencies in comparison and study skills.

After a teacher has determined a student's lack of competency in the various reading skills, a diagnostic-prescriptive reading program usually refers you to a number of instructional materials at the appropriate reading level, which will enable the student to attain mastery in those specific reading skills. Most often, the program itself does not contain much material to provide the required instruction or practice. Instead, it directs you to appropriate pages for this instruction in basal readers, basal reader workbooks, phonics materials, programmed reading materials or various types of individualized reading materials.

A diagnostic-prescriptive reading program also generally provides us with a detailed method for keeping a record of the materials a student is using to improve his competency in a specific reading skill. Recordkeeping is a very important, but time-consuming, aspect of any commercially available diagnostic-prescriptive reading program.

For many years, some teachers apparently felt that they were doing an inadequate job of providing for the individual reading differences that were found in their classes. Due to the nature of basal readers and phonics materials, they often discovered that they were presenting much of their reading instruction in a lock-step fashion. Reading teachers also were concerned because they knew that some of their students already were competent in the reading skills that they were practicing in the materials they were using. Then, too, some students were not obtaining the practice they needed to gain competency in some aspects of the reading skills, usually the phonics skills.

The diagnostic-prescriptive teaching of reading is an attempt to provide for the individual reading differences that are found in every elementary classroom. However, diagnostic-prescriptive teaching of reading differs from the individualized reading plan in that it is much more structured and skill-oriented. It attempts to help each student gain an acceptable level of competency in each of the important reading skills at the appropriate level.

The first diagnostic-prescriptive reading program appeared on the market recently, there are now many such reading programs available. Diagnostic-prescriptive teaching of reading seems to be the "thing to do" in elementary reading instruction at the present time.

TITLE: PUPPET VOWELS

PURPOSE: To teach the long and short sound of the vowels.

ACTIVITY: Group.

MATERIALS: Chart, bag puppets, and word cards.

PROCEDURE: The children can have so much fun with hand puppets. They are excellent for speech development activities in reading class. These puppets have the label of the long and short vowel sound placed on each puppet. Since there are five vowels and the long and short sound for each, you will be able to have ten children participating at one time. The other children will enjoy watching too.

Introduce the vowel sounds by discussing the chart. Then the teacher may read a story, and, as she comes to a word that she wants to attack phonetically (discovering whether the vowel is long or short), she holds up the word card and the child steps forward and manipulates his puppet as he says the word. Since there will be two children with the same vowel, they will have to be sure that the sound is either long or short before either one steps forward. The class will enjoy using the puppets in a story, in sentences, or just using word cards. If the teacher would like, she could have a group do this as independent study skills. It would give the children good practice. One child could hold the cards while the other children play with the puppets. The cards would have to have the long or short symbol on the back to help the child who was displaying the cards.

ILLUSTRATION:

SUCCESSFUL VENTURES IN SECONDARY DEVELOPMENTAL AND REMEDIAL READING

Pawhuska Public Schools Oren Terrill, Superintendent

REMEDIAL READING IN 9TH GRADE ENGLISH

By
C. G. Arnold

INTRODUCTION

Pawhuska Schools are organized on the 6-2-4 plan with the 9th grade attending Senior High School. The activities in the language arts comprise a very complex area of basic skills: writing, listening, speaking, reading, observing, and responding.

Several years ago we became concerned that a significant number of our 9th grade students were having difficulty in our English I classes. Research into the problem showed that in almost every instance, this difficulty could be traced to poor reading and communication problems. The next year a special course was instituted for these individuals.

IMPLEMENTATION

Our English staff spent many hours outlining course content for our new endeavor. We have attempted to mesh the communication skills one with another so that the students themselves can see that reading may lead to writing, speaking, and listening, or that listening may lead to speaking, reading, and writing. In other words, any skill should lead to extended use of the other skill.

Since learners differ in their capacities to make responses, this course makes an effort to plan the learning activities so that each learner embarks on a program commensurate with his capacity. Effort is made to diagnose individual student needs and prescribe work for the individual on a level that will make his efforts successful.

Each year approximately 25 entering freshmen are enrolled in this course. These 25 are carefully selected by test scores and 7th and 8th grade teachers judgment. No student is forced to take the course. This group is enrolled in two sections so that each class has approximately 12 students. These arrangements for small classes give the teacher ample opportunity to give the individual attention which is vital to the program.

Materials are furnished and instruction is given in reading, grammar, study skills, listening skills, writing, and speaking. Credit is given for English I.

Two sections are provided for a continuation of the program, with some changes and adaptations, through the 10th and 11th grades. Most students re-enter regular English class before their senior year. They may re-enter regular English class at any time, however, most do so at the end of a 9 week period.

EVALUATION

An evaluation of reading scores is made each month and progress in many cases is outstanding. We have had opportunity to evaluate this course for several years and the results are most gratifying. Students reflect a sense of pride and accomplishment.

Norman Public Schools — Lester Reed, Superintendent

FLEXIBILITY: OUR KEY WORD!

By
Ruth Loeffler

INTRODUCTION

In 1969, Norman High School implemented a Reading Lab. On a budget of $1400, the lab was designed to; 1) provide reading experiences for English credit to remedial readers (classified as two or more years behind in reading ability from actual grade placement); 2) bring capable sophomores and juniors up to a reading level sufficient to stream them back into regular English classes; and 3) change unfavorable self-concepts as readers to positive ones. Student selection was based upon teacher recommendation as well as actual reading test scores (using the Nelson Denny, Forms A & B). To this process is now added student choice of Developmental Reading as an option in the English elective program.

IMPLEMENTATION

Behavioral objectives were and still are a basic element in the program. To this is added another essential ingredient, that of a very personal relationship with each student through the conference/counseling method of diagnosis and individualized prescription of remediation. The physical arrangement of the lab is designed to augment this comfortable, relaxed, cheerful atmosphere of egalitarianism.

Behavioral objectives at first were few and undemanding. Students were required to: 1) bring paper and pencil to class; 2) apply themselves each session (fifty-five minutes, three times a week) to short, fact-oriented reading experiences on their own reading level, in which they would meet 80-100% success in comprehension checks; 3) turn in a paper *every* day, either the actual work sheets or summaries of magazines read; 4) return materials to their proper place; and 5) participate in "Sustained Reading," five minute period of absolute silence, during which everyone, students, teachers, and visitors, if any, read anything. At other times, students were allowed to move around, occasionally talking to their friends, hopefully about their reading activities. To this has been added another requirement this year: that each student will read one book each nine weeks, even if it is a sixty-five page book on the third grade reading level.

The other ingredient, that of relationship through the conference/-counseling method, is the cornerstone of flexibility and self-concept re-

structuring. Basically, the conference method entails a short teacher-student visit each two weeks or so. This is our private time together, during which other students are forbidden to interrupt. During this time, we can diagnose a student's reading situation in three ways: through an open-ended question, such as "How are things going?" we will provide a young person the opportunity to discuss any problems which are preventing him from concentrating on his reading; by having him read out loud, we can get an approximate reading level (which is sometimes unrealistic in standardized testing), and a diagnosis of one particular problem or habit in his reading behavior; and in eliciting his own perception of his reading habits, we will work out a choice of materials based upon his interests and needs. These choices are then checked on his personal assignment sheet, which he keeps in a folder in a box in the room. For the next several weeks, he will work with those particular materials, always having a choice between structured lab kits (such as SRA, Dimensions, Springboards) and newspapers, paperbacks, and magazines, (such as *Popular Mechanics, Cycling, Sports Illustrated, Seventeen, Good Housekeeping*, etc.). A conference should usually include some positive reflection on the student's progress, but sometimes necessitates a tactful "do-better" talk.

The personal relationship builds through the year. But right from the start, there are elements in the physical arrangement of the room, which encourage a feeling of relaxation and comradery. There are posters, mobiles, conference tables and chairs, regular desks, and three-person study carrels. Each year, some budding cartoonist has appeared in the reading lab and has established some corner for his or her greetings and observations on the world situation. These are a source of pride and amusement to us all, only occasionally requiring censorship.

Also a part of the relaxed atmosphere are several special policies, allowing students to take a break between the second and third mod (after the first thirty-five minutes), the minimizing of grades in a non-competitive environment, and the style of teacher role, (most of our students call us by our last names, no "Miss or Mrs.", and a few, shockingly enough, by our first. I no longer even grimace if I run into one of my students working at T.G.&Y., who greets me with "Hi, Ruthie, Whatcha doing?"). With the range of problems and maturity in a room full of reading failures, we tolerate a greater range of student behavior than would normally be accepted in a group-paced lecture class. My own rule of thumb is that a student may express himself in whatever way he wants as long as it is not obscene, cruel, or annoying to other students. The effect of this it to detonate otherwise destructive and confused attitudes. Much of this style must be attributed to the personnel who first structured the reading lab. Mary Langford, who has been with it from the beginning, has a distinctive ability to relate to students with a tolerance and sense of humor which puts even the most retarded readers at ease.

Grading is done each day on a plus, check, and minus system. A

student receives a plus, if he has applied himself as well as he can to his assignment during the period, regardless of how many questions he missed. A check indicates that he was not working up to his ability. A minus means that his effort was just a little better than nothing. Daily pluses convert to an A for the nine-weeks, and other letter grades are given accordingly. Attendance is a major consideration in the program. Students really have no homework, except for the paperbacks they are expected to read, so they are expected to perform well during class time.

Several changes in our student composition have necessitated further evolution of reading lab concept. One of these changes was the division of our secondary program into mid-high (9th and 10th grades) and high school (11th and 12th grades). Another was the implementation of the elective system in the English programs at the high school and at one of the mid-highs. A third has been the addition of special education students to our classes. We found that our range needed to be wider. A senior two years behind in his reading level has perhaps a 9th or 10th grade level. Reading problems at this level are not generally word attack skills, but higher levels of comprehension and interpretation. Coming from the 10th grade, they may not be capable of reading British poetry, Greek dramas, or Shakespeare. They may not be capable of using a psychology textbook as they need to in highschool. They may not have the newspaper habits they need to become informed voters. And they may become thoroughly turned off of reading, because of these inadequacies. And as many of our remedial readers of 10th grade level were no longer with us, we found we had the space, materials, and the student need to augment a developmental reading program. We now enroll students from the elective system for one nine weeks course, during which they can take speed reading, comprehension, and vocabulary development, or a special design of pleasure reading. These students may work individually or in small groups. One example was a small group of girls who used their nine weeks to explore adolescent novels with the librarian, the teacher, and a copy of *Books and the Teenage Reader* as their guides. One girl read fourteen books, ranging from *Go Ask Alice* and *The Car Thief to Wuthering Heights*, finishing her orgy with a short paper comparing the adolescent girl in the nineteenth century to the adolescent in the 70's. Another group did an enthusiastic study of poetry and haiku with our student teacher. There are always some students working on the Controlled Reader, which we euphemistically call speed reading, but which is actually a most effective system for teaching concentration and aggressive previewing and organizing of facts and ideas. Students may catch up on more advanced vocabulary, Greek and Latin roots, and context skills. One comment I love to hear when I ask them what they expect to gain in reading, or what did they improve on is "Nothing. I just love to read, and I never have time to with my other assignments." As our world moves more in the direction of segmented, televised abbreviations of knowledge, there is a need to provide a structure in which students can immerse themselves in the

lives, environments, understandings, and human relationships of another place and another time, just for the pleasure of it.

EVALUATION

It is difficult to evaluate both of our programs together. Concerning the remedial reading program, we do have evaluations of its success. By standardized testing scores, most students make a gain of about two years reading growth. By student subjective evaluation, most students beg to remain in reading. By teacher subjective evaluation, most teachers are glad to have the remedial students out of their classrooms, where they could not achieve and were frustrated and apathetic. In our own subjective evaluations, we find several big gains.

1) Students will take an interest in their own improvement if it is demonstrated to them that they can and will improve in their reading skills.

2) Students can and will improve their attitudes towards reading when they discover that it is possible to accomplish reading without their previous frustrations.

3) Teachers, in the process of conference/counseling teaching will see their students as whole persons, young adults, with many concerns and duties away from their own gradebooks. One of the big gains for me is the tremendous respect I have developed for many young people who are living through very precarious situations not of their own making with a great deal of courage and humor.

Concerning the combined remedial and developmental program, there have been other problems, but also other gains. With the larger numbers of students involved in the reading lab, it is easier for unmotivated students to "hide." It is also easier for a capable student to set lower goals for himself. However, there is a positive transfer of behaviors also. Remedial students no longer feel the stigma of being in "Reading." They also feel some pressure from their peers in developmental reading to restrain from behavior which is disturbing to students concentrating on speed reading.

with the multiplicity of programs, it has become more difficult to keep tabs on the progress of each student. On our better days, I like to think of our reading lab as some sort of weird office, in which young adults are all going about their own self-improvement jobs. On our off-days, it is a bit like a three-ring circus. But this, too, brings about new evaluation of our aims and how we are arriving at them. Our style and process are evolving. But our major goal remains as it always has been: "Read! Read! Read!"

Ponca City Public Schools Dr. Allen Robson, Superintendent

ENGLISH 100: A READING IMPROVEMENT CLASS AT PONCA CITY HIGH SCHOOL

By
Mary Heller

INTRODUCTION

In a continuous effort to improve the Language Arts curriculum at Ponca City High School, the English Department set about to relocate those high school students who might be experiencing reading difficulties. Comments made at various departmental meetings and among individual teachers had reflected a concern that many students were failing not only the required English classes but also other heavy reading content area courses. It was decided that a standardized reading, screening test be given to students referred to the Reading Specialist by their respective English teachers. It was hoped that these test scores would identify prospective remedial readers and could be used as the basis for placement of students in English 100, Reading Improvement.

IMPLEMENTATION

A total of 238 students (grades 10, 11, 12) were administered the Nelson-Denny Reading Test, Form A. Approximately 53 students scored three grade levels or below their current grade placement in school. These 53 students were then tested individually by the Reading Specialist. They were administered the Wide Range Achievement Test, Vocabulary Section, and oral and silent informal comprehension tests. The purpose of further individual testing was two-fold: (1) to identify those students who scored poorly on the Nelson-Denny because of some factor other than a reading disability, and (2) to arrive at a more specific rate, comprehension, and vocabulary grade level to be used diagnostically by the Reading Specialist. From these 53 students, 24 of those who received the lowest scores were chosen to participate in English 100 during the spring semester.

Because of the nature of reading disability instruction, a small class size is essential in order to make the program work. Thus, the group of 24 students was divided into two groups. The Reading Specialist worked with each group every other day. On those days she did not see one group, they were assigned to a separate classroom, and, under the supervision of a student aid, worked on independent reading activities. On those days the small group met with the reading specialist, several activities transpired. Each student was given an assignment sheet every two weeks and worked on various rate, comprehension, and vocabulary activities at his own pace. At scheduled times throughout the week, the reading specialist would work with individual students or small groups of two or three students on specific reading skills problems. The group as a whole dealt with specific problems centered around study skills, reading in the content

areas, and rate increasement without loss of comprehension. Individual improvement was measured by a series of informal reading inventories administered every two weeks. The Nelson-Denny Reading Test, Form B, was given at the end of the semester as a post-test.

EVALUATION

Results of the final informal reading inventories showed an average improvement in reading levels of 2.0 years. A survey of student attitudes toward reading taken at the beginning and end of the semester also showed significant changes for the better. Students were not only reading better but were also feeling good about reading for school work and pleasure.

Elk City Public Schools — Jerry Doyle, Superintendent

DEVELOPMENTAL READING FOR ADULTS OF ALL AGES!

By
Harvey E. Black

INTRODUCTION

MR. AND MS. MATURE PERSON CAME TO OUR CENTER TO INQUIRE, "DO YOU HAVE CLASSES FOR ADULTS WHO ARE NON-READERS?"

The preceding question opened an unexplored avenue, brought to the fore a provacative challenge, and presented anopportunity for the Elk City Adult Learning Center.

Elk City Public Schools initiated an adult education program in 1966, soon after the Oklahoma State Board of Education, by authority of the Legislature, inaugurated a plan for DROPOUTS to earn a High School Equivalency Certificate. During the first six years of operation our Center served those persons who were functionally literate when they entered the program — the prime purpose being to further their academic knowledge. Teaching methods and techniques were typical of the average upper elementary, junior high school, and senior high school classroom. Satisfactory progress necessitated the adult being present in the classroom regularly.

Then came the 1970's, bringing inflation, recession and fuel shortages. Elk City is fortunate in that our city and the surrounding areas are in an industrial expansion and growth period. Increased oil and gas exploration is bringing numerous petroleum-connected businesses and many new faces to our town. A furniture manufacturing center has been established. And, in Burns Flat, a short distance to the east, the abandoned Air Force base has become the home of five new light industries and the campus of Western Oklahoma Area Vo-Tech School. The end result is a "need" for educationally qualified persons, contrary to the general trend in many parts of our country today.

By coincidence, during the school year 1972-73, our Adult Learning Center was in the process of reorganization and revitalization at the same time the area economic picture was changing so rapidly. Statistics extracted from the 1970 census for the State of Oklahoma and compiled by the Adult Section of the State Department of Education pointed out the shocking fact that in the territory served by our Center (Elk City, 12 nearby towns, and 8 rural communities) there were 677 men and 451 women, 18 years of age or older, recorded as functional illiterates (unable to read effectively at fourth grade level). One-hundred-seventy-six men and 103 women were listed as having never attended school. (Many people probably would not believe the figures for the entire State of Oklahoma.)

Most of the adults who came to our Center inquiring about classes for beginning readers were working people with various family responsibilities and could not always be in class during the hours our adult classes are in progress. This was true also of the adults who wanted to enroll in studies for High School Equivalency Certification. We soon realized that we had to develop a program that would allow people to come at their own time, begin at their own level, work toward their own goals, and frequently do a great deal of their studying at home. In addition, we needed to commingle vocational guidance and counseling along with basic skill training. We had to develop a flexible program that could be individually applied to each man's and woman's problems.

IMPLEMENTATION

After careful research we chose the IPI system (Individualized Prescription Instruction) which is a technique developed by the Rehabilitation Research Foundation in Elmore, Alabama. The technique is also being used successfully in a number of courses being offered by Oklahoma State University. Our regular classes of functional readers thrived on the individual attention given by our highly competent and sincere adult education teachers. And, for the "first time" in our Center we said, "YES, MR. AND MS. MATURE PERSON, WE WILL PROVIDE CLASSES FOR ADULTS WHO CANNOT READ!"

A pilot class for non-readers was organized in the Learning Center classroom in Elk City during the spring semester of 1973. Two men and two women made up the first class which was instructed by the Center director. The class was a success and the WORD began to spread. Since that time, beginning reading for adults has been a "warm fuzzy" experience for all the students and teachers involved. (There is something uniquely touching about being asked by a 58 year old grandmother, "Please teach me to read so that I can study my Bible.") At the present time, 35 adults have availed themselves of instruction for non-readers. Perhaps this does not seem like a great number, but what is the worth of "one" life? Currently, we are excited about the progress being made by two of our classes which began last fall. None of the class members could

speak functional English, and none could r eaod rwrite effectively in either their native Spanish or English.

A wide range of reading materials have been employed in our classes in keeping with the Individualized Prescription Instruction Plan. Some that have been used successfully are: Merrill Linguistic Readers, SRA Laboratories, American Bible Society Scriptures for New Readers, King Features — Bilingual Comics, Oxford Readers for New English Speakers, and Dolch Basic Sight Words and Phrases.

The Elk City Adult Learning Center is a department of the Elk City Public School District, under the direct supervision of the Adult Section of the State Department of Education, headed by Mr. C. E. Olvey. In that connection, in the spring of 1974, our Center was recognized and awarded a grant which enabled us to install an EDL Learning 100 Reading Laboratory for disadvantaged and illiterate adults. The laboratory is proving to be our most effective approach to teaching adults to read. It is a multi-media system including developmental materials in teaching: reading readiness, perceptual skills, contextual vocabulary, word analysis skills, comprehension techniques, reading fluency, spelling, and writing.

EVALUATION

Evaluation of the progress made by individuals in our programs is made in numerous ways. When it is beneficial to the student's progress, standardized achievement is determined by statistics from *pre* and *post* administration of the Tests of Adult Basic Education (TABE a CTB/-McGraw Hill publication) and of course the G.E.D. Examination. Continuous evaluation is done by unit testing, both teacher-made and publisher-made. Perhaps the REALLY rewarding note of success comes simply from: observing a mature man writing his *first* check on his *first* bank account; reviewing the correctly completed work application of an adult who could not read when he enrolled at our Center; seeing the tears of happiness in the eyes of a parent earning a High School Equivalency Certificate the same month a son or daughter graduates from High School; giving a food order in a local restaurant to a young German girl, who spoke no English upon coming to our country; or noting the phenomenal improvement in dress and personal grooming of a person who seemed not to care.

During the current school year our Center has conducted 32 classes for adults in six communities. These classes represent over 400 persons who have not completed public school. During the calendar year, 1974, forty-two person completed their prescriptions and earned the High School Equivalency Certificate by successfully passing the G.E.D. (General Educational Development) Examination. The examination has been standardized nationally and its integrity is maintained by the American Council on Education in Washington, D.C. Our best estimate of completions for the year 1975 is from 60 to 75.

The success of our adult program is the direct result of cooperation

and dedicated effort on the part of State Department leadership, our own Center personnel, the local Board of Education, Dr. Joe White, former Superintendent of Elk City Schools, and our community at large.

We are proud of our program, yet we feel humbled by the opportunity to share in so great a venture of love. We invite you to come see us!

Noble Public Schools Dr. Garland Hollars, Superintendent

REMEDIAL READING AT THE JUNIOR HIGH LEVEL

By
Carol Large

INTRODUCTION

Noble Public Schools are located in a rural area that is growing at a rapid pace. The town itself is rather small but is located only seven miles from Norman.

1974-75 marked the first year of the junior high remedial reading program. It was decided the reading laboratory would serve approximately twelve students during an hour. It was also decided that students would be selected from the seventh, eighth, and ninth grade classes on the basis of achievement tests and teacher recommendation.

The reading laboratory is 25' x 45' and is equipped with 8 individual study carrels, 3 tables, 12 student desks, and a reading corner, which is a carpeted area enclosed by bookshelves and having bean bag chairs and lap trays.

The goals of the reading program are as follows:

1. Improve the reading abilities of students.
2. Instruction should develop permanent interests in reading.
3. Insure that all teachers understand the content and sequence of the whole skills program.
4. Make teachers aware of students' progress.
5. Promote respect for the individual.
6. Promote respect for property.
7. Encourage self-discipline.

IMPLEMENTATION

The first two weeks of school were spent orientating students on how to use and care for equipment and materials and how to keep a record folder of what they had done.

Materials used in the program are as follows:

Reach, The Economy Company, an individualized tape program.

Spectrum of Skills, The Macmillan Company, individualized lessons in word analysis, vocabulary, and comprehension.

New Reading Skill Builders, Readers Digest, oral and silent reading as well as comprehension follow-up.

New Practice Readers, McGraw Hill, individualized lessons in vocabulary and comprehension.

Supplemental materials included the following:

New Reading Skills Practice Pad, Readers Digest.
Pilot Library 2b, Science Research Associates.
Reading Adventures, Walt Disney Educational Materials Company.
Flash-X, Educational Developmental Laboratories, Inc.
Audio Lessons, Readers Digest.
Reading games and activities, especially Dolch and Bowmar.

Each student keeps a folder on himself. After the student does written work, he labels it and drops it in a basket on the teacher's desk. Work is graded by the teacher or student aide and returned to the folder.

At least once a week, the teacher goes through the student's folder, discussing what he has done and giving him a weekly grade. He keeps his record sheets in his folder, but work done for that week is stapled together, dated, and kept on file by the teacher.

Students are given freedom in the room as to where they choose to work. Most group work is done in small groups of three or four. Usually, at the end of the hour, the group comes together for about 5 minutes of completely informal conversation.

Students are free to ask for help from the teacher, student aide, or another student. Even though students are given a great deal of free choice about the areas in which they choose to work, they are counseled frequently by the teacher and counselor about areas in which they are weak. Free days are given once a week to those students who have earned them by hard work. Free days are lost if a student is observed "goofing off" frequently or if he misses a day of class. On free day, the student may play a reading game, read funny books, magazines, or a book, or continue to do regular work if he wishes. Many choose the latter.

Although most work is done individually, students are encouraged to work together if they find they both need to use the same tape or book at times.

The first month was very hectic. It took students a while to work individually and to keep records of what they had done. Most students had to be told several times procedures for using various materials. But once the students became familiar with the procedures, they began coming into the room and going to work before the bell rang. They didn't wait for the teacher to tell them what to do. A special assignment would be on the board, if not, the student would work in the area of his choice.

EVALUATION

1. Most students come into the room and go to work.
2. Many students come in when they have free time.
3. There have been no serious discipline problems.
4. Materials and equipment remain in extremely good condition.
5. Other teachers continually ask for ways to help students with reading problems.

6. Students seem to have developed an increased ability to work independently.
7. Although the Gates-MacGinitie Reading Tests are being used for pre-testing, the post-test has not been given at the present time.

Elk City Public Schools Jerry Doyle, Superintendent

EDL 100 PROGRAM: AN APPROACH TO JUNIOR HIGH REMEDIAL READING

INTRODUCTION

Teaching developmental reading in Jr. High for three years convinced me that a program was needed for students who had average or just below average intelligence, and who were potential drop-outs, troublemakers, or failures by our grading standards. Every year it seemed that more and more students were feeling pressured by our society to compete with students far above them. Every year these students seemed further and further behind. The tensions seemed to reach a tumultous height, electrifying the air with currents of rebelliousness. From continuous failing, they were losing their self-respect and dignity. The better students would ostracize them — they had lost their footing on a path too rough for them to walk.

The counselor, principal, and I met with the superintendent to discuss this problem and a possible solution. The superintendent was most appreciative and understanding. He instructed me to find the materials necessary to create the classes that would meet the needs of these students. He encouraged me to find a "total" program for these classes, and to offer the classes to the 7th and 8th grades.

After much reading, many discussions with reading specialists, and visitations to other schools, it was decided that the EDL 100 Program should meet the needs of our problem.

IMPLEMENTATION

Learning 100 is a system of basic education developed by Educational Developmental Laboratories for potential dropouts, out-of-school youths, and under-educated, disadvantaged adults. The goal of the system is to produce competency in reading and communication skills necessary to advance into the 7th grade level. The core of Learning 100 is the communications skills program. It provides sequential, integrated instruction in reading, writing, speaking, listening, and observing, for the thinking skills that underline these acts.

Learning 100 is different in form and content from traditional programs. It utilizes a system approach involving a variety of independent, small group, and instructor-guided activities. These are auto-instructional where students learn to be responsible for completing the daily assignments

and the instructor is free to give attention and guidance to each individual.

The first step in the program is mastery of basic perceptual skills. The program is multi-level allowing each student to begin at his own level.

It provides a constant feedback and appraisal of individual and group progress. Individual weaknesses can be easily recognized and special attention given in reteaching activities. Each student is allowed to progress at his own learning rate. He doesn't have to keep up with any group nor have to be slowed down by a group.

All subject matter is presented in such a way that no previous knowledge or experience is necessary to use the material. Heavy emphasis is placed on providing the students with the general background information needed for successful participation in today's society.

Instruction in communication skills is the foundation of the program. Content related to economics, science, social studies and literature is a big part of the program. Heavy stress is placed on the use of audio-visual techniques: films, filmstrips, cassettes, and tapes are used.

Non-readers begin at readiness level — building basic auditory and visual discrimination skills; eye-hand coordination, directionality, ability to name, recognize, and copy the letters of the alphabet, a sense of personal organzation; ability to pay attention and follow directions and other skills. In addition, a basic sight vocabulary of 90 words is established.

At the reading levels, grades 1-3, students enter into either AA, BA, CA levels. At these levels, the major stress is on the acquisition of auditory discrimination skills, visual functional and perceptual skills, extensive sight vocabulary, independence in word attack, basic comprehension and study skills vital to both reading and listening skills. Also attention is given to the development of the skills of logical reasoning, drawing conclusions, making inferences and summarizing. Because all instructional techniques are geared to the development of sequential learning, the student progresses in small steps and therefore, the learning of one particular facet is cemented before the student progresses.

At the reading levels grades 4-6, students enter into either DA, EA, FA levels. The students are assumed to have developed adequate aural visual perceptual skills and some independence in word attack. Attention is devoted to enlarging the sight vocabulary, enriching word knowledge through awareness of multiple meanings, and the development of analytical, critical, appreciative, and selective reading skills. In addition, instruction is provided in advanced reading comprehension skills, listening, and study skills needed for mastery of content area information.

Students are selected for the reading classes by teacher-recommendation. Based on standard test scores, teacher-made test scores, and teacher-observation, the sixth grade teachers prepare a list of students for selection. This list and the students' personal files are sent to me. Then the principal and I study the lists, selecting the ones in need of help the most. Then the parents are called and the student's needs are discussed with

them. Permission is asked to place the child in the reading class. If for some reason, the parent is not in favor of the child being in the class, that student's name is discarded and another name from the list is selected. No student is placed in the class against his will. Permission MUST be given by the student and the parent. Forcing a student to take reading would further increase his reading problem.

The pretests were the Stanford Diagnostit Reading Test and the Iowa Silent Reading Test, Form A. The tests were administered during the first three weeks of school in August. The post test was the Iowa Silent Reading Test, Form B. This test was administered in April.

The first classes average reading level as shown by the pretest was 5.6 (fifth year, sixth month). The average as shown by the post test was 7.2 (seventh year, second month) . . . a gain of 1.8 (one year, eight months).

The second classes average reading level as shown by the pretest was 5.2 (fifth year, second month). The level as shown by the post test was 6.5 (sixth year, fifth month) . . . a gain of 1.3 (one year, three months).

The average reading level of the third class as shown by the pretest was 5.5 (fifth year, fifth month), and as shown by the post test, the level was 7.1 (seventh year, one month) . . . a gain of 1.8 1.8 (one year and eight months).

The fourth classes average reading level shown by the pretest was 5.8 (fifth year, eighth month). The reading level shown by the post test was 6.9 (sixth grade, ninth month) . . . a gain of 1.1 (one year, one month).

EVALUATION

This program is an integral part of our fine school system and I feel very proud to be involved in a program that has and will continue to reach many students who are considered "unreachable."

Gradually, over the past four years, other materials have been added to the EDL 100 Program. SRA Laboratories such as, We Are Black, Reading for Understanding, Dimensions in Manpower and America, Map and Globe, Graph Lab; also Economy's Base Program and the Reach Program; *Typing Keys for Remediation of Reading* and *Spelling Course* by Maetta Davis, *McCall-Crabb* from Teacher's College Press; McGraw-Hill's *New Practice Readers*, SRA's *Crack the Code*, and *Talking Books* from Books for the Blind. This year, Ginn & Company's *Read Better-Learn More* books will be added to the program.

The students enjoy the freedom of the classroom, not feeling the pressure of the ordinary classroom. They have the freedom to choose the type of work to do on a given day. They know what they have done and what needs to be done. They have learned to work independently, yet, able to stop and help someone that needs attention. These students listen to and read stories that was never before possible for them to read. People and cultures are brought to life right before their eyes. They feel a sense of worth and dignity in the completion of a lesson well done. More than that, they see themselves not as a failure as in the past, but as a person

who can contribute something worthwhile to society. Confidence is the key — each student knows at all times just exactly how he is progressing — and when and if he does fail to master some skill, he has the opportunity to see why and try again. They learn from their mistakes. The students seem to learn to appreciate and understand the other person's problems and are willing to give more of themselves to others.

This year has been one of the most successful since the program began. The reason, I think, is because of the excellent student aides who grade all the papers, and an adult teacher's aide who keeps all records up-to-date. This frees me to work more closely with the students than ever before. Individual attention is the key to successful reading.

The highest compliment paid to the program is the appreciation and enthusiasm in the program from the parents for their child's renewed interest in reading — and from the student's requests to be a teacher's aide after they are too old to be in the class. I always have more requests than positions. The students have expressed their appreciation of the program and the desire to help others coming into the program.

Commerce Public Schools C. T. Mustain, Superintendent

INCREASED READING SKILLS THROUGH BICENTENNIAL ACTIVITIES

By
Dorothy Roush

INTRODUCTION

Finding a Bicentennial reading project for the junior high remedial reading department seemed like a difficult assignment. After much thought and observation, I discovered much lack of respect and many misuses of "Old Glory," therefore, I decided to compile a developmental reading lab and entitle it *"All About Our Flag."*

IMPLEMENTATION

It was necessary to keep in mind the reading ability of my students (ranging from 2nd grade level to 7th) and at the same time make it informative and interesting enough for all.

I collected all the material I could find on the American Flag before starting. I chose the simplest material first, compiled a reading sheet for each topic. Some examples of topics are: Revolutionary Flags, Continental Flag, Stars & Stripes, Betsy Ross, Display and Use of the Flag, Do's and Dont's of the Flag, and others. Each topic introduced new words, therefore, it was necessary to make a word study sheet to be used before each study. This was done with phonetical approach, word attack skills, vocabulary words, and use of context clues. I also prepared a quiz for each sheet. We used the reading of these sheets as timed readings. The quiz following the reading determine the pupil's comprehension.

Upon completion, I will have fifteen topics. Ten copies of each topic will make it possible for all students to take part. Their reading speed and percent of comprehension make it a game-like activity, thus, more enjoyable.

EVALUATION

1. noticeable change in respect for the flag
2. a measurable improvement in comprehension and speed
3. a vocabulary gain
4. more interest in reading
5. informed on the American Flag

Stigler Public Schools J. E. Dorris, Superintendent

A PROCEDURE FOR ORGANIZING A DEVELOPMENTAL READING PROGRAM AT THE HIGH SCHOOL LEVEL

By
Phyllis Henry

INTRODUCTION

In recent years special classes for instruction in reading have become fairly common in elementary and even junior high schools. But what about secondary schools? Educators in general have realized there is a need for reading instruction in grades nine through twelve, but the programs wind up in the lower grades with the rationale being that this is where reading begins, therefore, this is where reading problems can be corrected. Although there is a basis for this rationale, it is not totally correct. Students who fall one to two grades behind what is considered normal for their grade level can be helped immensely by special instruction in study skills, vocabulary, speed, comprehension, and an endless list of reading essentials provided for in secondary reading classes. This belief is what brought the Stigler School System into setting up a secondary developmental reading laboratory.

IMPLEMENTATION

The superintendent had used good judgment in selecting the core program. He had chosen Educational Developmental Laboratories reading materials. A teacher must use a variety of materials to reach each student's needs. Materials were located to enhance and improve our core program. Building vocabulary, developing different types of comprehension, spelling, study skills, speed, and accuracy are some of the primary objectives. Basic word attack skills usually learned in elementary grades would be missing. The most important goal that was set was the determination to get students interested in reading for their own enjoyment. This was a job! Publishers were written and they sent a listing of materials that could be used. From these we chose, in priority fashion, those ma-

terials we felt would best meet our students' needs. (A listing of some of these materials is included at the end of the article.)

The first step in selecting students was to check scores on the SRA Achievement Tests for the previous year. English teachers provided a list of students they felt reading would benefit. Next we gave all the teachers reading referral sheets to use during the year. After compiling this list of students, we checked permanent records to make sure we had given everyone an opportunity to enroll in this reading program. A list was compiled of students that wanted reading improvement but were reading on or above grade placement.

Students were tested using the Bond, Balow, Hoyt Reading Test. A priority list of those with the greatest reading needs was created. It was then determined that 80 students could be accumulated and that students with needs were given a priority to enroll in the class. Those students with minimum or no reading problems were enrolled last. The class was mandatory for none. The majority of our students are no lower than 2 years behind. These were the students who could profit the most from a program of this nature.

It is recommended that no class be larger than 18 students, but we have had up to 20 students. A 55 minute class session, five days a week, with a variety of reading levels from pre-primer to college level is best. Each student had an individual schedule. The students were given their week's schedule on Monday. Opening activities were done — taking about 15 to 30 minutes. The rest of each period was spent on each student working on his own assignments from his schedule. This allows time for the teacher to give informal reading tests, word lists, and independent tutoring. This is a continuous activity. We have been able to keep each student moving ahead at his own rate in this way. Every Friday is set aside for independent reading day. A large assortment of paperback books are made available and the student can choose from these or other books with the approval of the instructor. This is where we feel the program has been really successful. By setting time aside for reading of their choice, the student develops reading interest that would not otherwise have been possible.

EVALUATION

As activities are performed, the students do not get letter grades. During the first semester, grades of "S" and "U" were given, but it was soon found that the students preferred receiving letter grades. The instructor grades all work and then a teacher aide records all grades on each student's permanent record. No grade lower than a "C" is accepted. If work is performed incorrectly, it is returned and mistakes are corrected. Each student keeps several charts on his own pogress, especially in the area of speed.

Since this is our first year, all evaluation is not complete. However, mid-year testing showed favorable gains in all areas, with comprehension gains highest. The program is being evaluated by use of:

1. Alternate forms of the Bond, Balow, Hoyt Reading Test
2. SRA Achievement Tests
3. Slosson, WRAT, and Dolsch Word Lists
4. Informal Inventories
5. Student Critiques
6. Teacher Opinion

A large part of the success of the program has been due to the support of the administration. The administration has been open-minded and willing to experiment with new programs. The real success of the program, however, must go to the students at Stigler High School. They have been the ones to make the reading program "go."

Listing of Some Publishers and Materials Used:

1. Allyn & Bacon's books by Sheldon
2. Amsco. *Stories That Live*
3. Barnell Loft. *Specific Skills Series*
4. EDL Materials
5. Lyons, Carnahan. *Phonics We Use*
6. McCall Crabbs. *Standard Test Lessons in Reading*
7. Scholastic, Paperback Libraries & Scope materials
8. SRA. Rate Builder Cards
9. Steck, Vaughn. *Activities for Reading Improvement, Gateways to Correct Spelling,* and *Mastery of Reading*
10. Webster. *Dr. Spello, Conquests in Reading, Reading for Concepts,* and *Reading Skill Cards*
11. Various word puzzles, cards and games

Hardback Books (author and book)

1. Bloomfield. *Linguistic Approach to Teaching Reading*
2. *Lohmann. Open Windows to the World*

SUCCESSFUL VENTURES IN ELEMENTARY AND SECONDARY READING

Whitesboro Public Schools — Farris Fry, Superintendent

READING BY O G S L

By
Lucille Humphreys

INTRODUCTION

Teaching reading the O G S L way has helped my third graders in reading, speech, language, spelling and writing. The initials O G S L stand for Oral Graphic Symbolic Language. This is a foundation for a reading program which is divided into three phases:

Phase I: Sound — Symbol Overlay Synchrony — Blending, spelling words with blends, word inventory, and simple sentence dictation with mastered words.

Phase II: Building word power-pronunciation, copying words, spelling mastery, and sentence usage.
Phase III. Language Incorporation Sentence uses and Syllabication.

IMPLEMENTATION

To implement this program we bought worktexts from the authors, Mr. and Mrs. F. E. McGahan of Paris, Texas.

Each of the 26 letters of the alphabet is given only one sound name and is made to a certain count rhythm. Beginning, not from A, but with the earliest sounds the child makes we began in this order: M - O - P - T - S - A - D.

I made the letter on the board using the correct starting place, count and sound, before lifting my chalk. Each student, on his work sheet, would take turns making the letter, counting and sounding aloud with the entire class doing this together. Our worktext had the first row of letters made, showing where to start each letter. We were to make 32 M's to a count, sound rhythm, then trace, count, sound each "M" five times. The repetition, plus the rhythm, count, and sound helped even the slowest child to remember the sound.

Each letter provides further reinforcement of the previous letter. "M" was the first sound, then came the blend set "OM" — which was made to a rhythm-count — sound; put these two together and the word "MOM" is made.

Each page of the worktext consisted of one letter and blend sets to go with that sound.

Finding time for another subject, and trying to see that each student was making each letter properly were two of my biggest problems! Phasing it into my handwriting period, I became so "interested" and "involved" that "time" ceased to be a problem! I just *made* time for it, and and each day less and less individual help was needed on making their letters correctly!

I followed this schedule — using approximately 45 minutes per day:
Monday — We did a page from our worktext — tracing, counting — sounding — one letter and its blend sets.
Tuesday — Using that same letter and its blend sets the students took turns making a new word, pronouncing it and writing the word on the board. Everyone copied these 25 words, or more, on a sheet from his worktext. The board was erased before test time.
Wednesday — I gave a spelling test on the words we had made on Tuesday. After I checked their papers, some students would write the words correctly on the board. If they had made any mistakes, they wrote the word correctly in the next column on their worksheet.
Thursday — Being careful to use only the words we had made, students wrote sentences on the board. They then took turns reading. These words were erased at the end of the day.
Friday — This was sentence dictation day! The children would write the

sentences on a sheet from their worktext as I read aloud. One of the students who had not made a mistake would write them on the board, while others read and corrected their sentences. I kept a notebook of words and sentences they had made. I also made charts of some of their sentences, vocabulary words, blend sets and a chart showing each letter count — just in case they forgot how many counts to a letter! Each student has a file folder to keep his work in and these will be given to him at the end of the year.

We also had our regular reading and spelling periods and practiced our O G S L in sounding out new words.

EVALUATION

1. Students are saying, "I like reading!" instead of "I hate reading!"
2. There are many new words they can "sound out" when doing written assignments.
3. Reading grades have improved immensely.
4. It has been enjoyed by the pupils as well as the teacher!
5. This method has helped every child have a real feeling of success.

A special thanks to Mr. and Mrs. McGahan for introducing this method and guiding me through this first year and to our grade school principal, Mrs. Mary Lee Maxwell and our Superintendent Mr. Farris Fry for giving their consent to try this "Experimental Program!"

Tahlequah Public Schools — John A. Pearce, Superintendent

LISTEN - LOOK - LEARN

By
Audrey K. Yandell

The Tahlequah Public School System was happy to introduce the LISTEN LOOK LEARN Total Systems, published by Educational Development Laboratories/McGraw-Hill, into the first and second grades of Cherokee and Sequoyah Elementary Schools this year. The program has been used for seven years in Tahlequah's Greenwood Elementary School. Greenwood Elementary School was the first school in the state to start LISTEN LOOK LEARN. It is a Multi-Media, Multi-Modal and Multi-Sensory Systems approach to teaching reading.

The *goal* of the system is to take each child from where he is to where his capability, properly led and instructed, can take him. The program is non-graded. It begins with pre-readiness and readiness material in its first year. As each child demonstrates his mastery of the skills and concepts taught, he goes into basic reading skill development and on to more complex and difficult areas of the language arts. As he progresses under the direction of his teacher, he involves himself with activities using such audio-visual equipment as EDL/McGraw-Hill's Aud-X, controlled readers, tachistoscopes, and tape recorders.

LISTEN LOOK LEARN is a total communication skill system from readiness to sixth grade level of difficulty. The program may be completed in three to five years, depending on the learning ability of the child, because it is an individualized program. The program includes all the communication skills — listening, looking, speaking, writing and reading — in the primary grades.

Key features of the LISTEN LOOK LEARN program are:

Multi-media: provides the most appropriate medium for each skill develment.

Multi-modal: to capitalize on preferred learning style.

Auto-instructional techniques: so each child can become more involved in each skill and can work independently.

Multi-level — Self-pacing: to permit continuous progress.

Cycles of instructions to provide for sequential introduction, application, evaluation, and extension of each skill. There are 120 cycles in the total program. A cycle will take from 4-8 days to complete depending on ability of the student.

EVALUATION

Each student is evaluated before he goes to a new cycle, thus producing continuous evaluation and reinforcement.

In order to evaluate the LISTEN LOOK LEARN program in Tahlequah, a comparison of two groups of students over a three year period was taken. One group continued the Basal reading program and the other group was taught LISTEN LOOK LEARN. The tests used were standard, well-known tests.

Results after three years:

L.L.L. group INCREASED an average of 11.4% (59.3-70.7)

Basal group DECREASED an average 13.7% (67.6-53.9)

Third Grade Students (after 3 years in L.L.L.)

1972 — only 1 student reading below grade level

1973 — only 4 students reading below grade level

The Tahlequah Public School System is going to introduce LISTEN LOOK LEARN into the third grades of Cherokee and Sequoyah Elementary Schools next year. The children enjoy using LISTEN LOOK LEARN because of the advantage of visual and auditory perception, and the high interest level of the Samplers, Anthologies and Carousel Libraries.

Many schools around the State are now using LISTEN LOOK LEARN in their classrooms or reading laboratories as a result of Tahlequah starting the program in 1969.

Elk City Public Schools Jerry Doyle, Superintendent

THIRD GRADE LANGUAGE ARTS

By
Peggy Jo Jones

INTRODUCTION

In order to develop good reading habits and an atmosphere of accomplishment in a classroom, a good firm groundwork must be laid.

First, a child needs to feel welcome, and must have an identity. He must feel he is "someone special." For this to come about, a teacher's rapport with the student is very important.

Second, he must be accepted by his peers. This includes not only in the classroom, but on the playground as well. It may require a great deal of counseling by the teacher.

Third, he must be given materials with which he can work comfortably; not frustration level materials.

IMPLEMENTATION

Before beginning reading in my classroom, I try to find out some of the interests of each child. This relieves the tension and makes for more relaxed working conditions.

In my classes, the EDL Laboratory is used. However, I do not use this as my entire reading program. To begin with, those who were in the program in second grade do review work from the cycle below the one in which they were working at the end of second grade. At this time, if I feel that a child is able to perform in a more advanced cycle, I advance him to a different cycle in another group.

After his ability has been established, a child begins work on the Aud-X, Tach-X, and Controlled Reader. Then I begin assigning enrichment activities such as:

1. Individual interviews may be conducted with a child about a library book he has read.
2. A child may be asked to tell in one sentence what a book or story is about.
3. Some children might enjoy making dioramas to illustrate books.
4. Taping a play is a good way to teach reading expression. It is fun for the children; especially if you play it for a first grade class.
5. Give the child a paper (or card) with instruction for certain activities relating to a book he has read. The following is an example:
    a. Describe the main character in the story.
    b. What did you like about the story?
    c. What did you dislike about the story?
    d. Would you like to change the ending? If so, how?
    e. Tell the setting (or settings) for the story.
6. Draw pictures to illustrate favorite books.

7. Draw comic strips to illustrate favorite books, or stories.
8. Make puppets, or use commercial ones, to tell stories.
9. Have pupils give book commercials to introduce their favorite books to other children.

In my classes, a reinforcement of phonics is worked into each child's program. This is implemented by the use of tapes and worksheets.

Due to the fact that the children will not have EDL materials in grades 4-6, I feel that they need introduction to basal readers during the second semester; therefore, still another activity is added to their reading program.

The basal readers are used with worksheets, and at the completion of the book, the children are given evaluation tests. At this time, their weak points show up, and can be corrected.

EVALUATION

During the implementation of this complete program, I have noticed a marked improvement in reading skills, and a great deal more interest in library books. Many more books are being checked out of both the classroom library, and the children's section of the city library.

More children are eager to share books with their teacher, parents, and friends.

Elk City Public Schools Jerry Doyle, Superintendent

A FOUNDATION FOR READING

By
Wilma Johnson

INTRODUCTION

Many opinions have been volunteered as to when a child should begin to read, but to set an arbitrary age is to discount individual differences. It is with "individual differences" in mind that the Elk City Public Schools has initiated a kindergarten program that has as its major thrust the identification and pervention of probable failures before they occur.

All kindergarten children in the Elk City Public Schools are given a battery of tests at the beginning of the fall semester and again in the spring semester (April). The tests are administered and evaluated by psychometrists and other psycho-educational professionals available through the Title III ESEA Project and the Regional Resource Center, both located in Elk City.

IMPLEMENTATION

Pre-test data is used by the psycho-educational team to determine if a child has a specific developmental imbalance in perception, conceptual development, language, or motoric development that would affect his ability to learn to read. This information is made available to the kinder-

garten teacher along with suggestions for initiating a suitable program of remediation and prevention.

Post-testing in April has several outstanding purposes: (1) the child's progress is measured, (2) the child's performance indicates his readiness for first grade, (3) the teacher has an indication of what needs to be done for the child before the end of the school year. Usually, four or five weeks remain in the semester for intensive "follow up" activities.

Tests included in the pre- and post-testing:

Vane Kindergarten Test
Metropolitan Achievement Test — Cognitive
Metropolitan Readiness Test — Cognitive
Oklahoma City Motor Screening — Psycho-Motor
Thomas Self Concept — Affective Domain

Reading is a complex decoding game. If a child cannot perceive the differences in a simple circle, triangle, or square, how can he be expected to decode or reproduce words from that complex jumble of scribbles called the alphabet?

Preceding formal reading, a child must be able to associate sounds with their printed symbols. Many approaches to this goal assure the child an opportunity to "get the hang of it" in his own special way of learning. The multi-approach provides reinforcement for all.

The child is exposed to the world of books and stories through listening, retelling, and creating new experience stories. All children are exposed to a multitude of "fun experiences" leading to that ultimate goal of reading and writing. Some children will be ready for these experiences earlier than others, and they should be given an opportunity to express themselves.

A very full program is developed by the teacher with specific individual needs in mind, small grouping for specific needs. Many varied teacher-made materials are used as well as many commercial didactic materials.

The following materials are a very important part of the kindergarten reading program:

Filmstrips: *Learning Speech Sounds,* McGraw Hill
Tapes with student response sheets: *Sounds — Rhyming,* Imperial International Learning
Reading, Ideal
Vocabulary enrichment: *Peabody Language Kits*
Economy Kindergarten Keys, Economy
Perceptual skills: *Frostig Exercises*
Vocabulary building and speaking skills: *Distar Language*

EVALUATION

Being aware of a child's deficits early in the fall, remediation is begun early, and improvement should be evident as the year progresses.

The teachers in the Elk City Public School kindergarten, which is

housed in a self-contained building on the school campus feel they are better prepared to administer group testing, interpret results, and facilitate other test data in initiating a program to fulfill the needs of the children tested. The teacher feels more secure in parent-teacher-pupil conferences.

The teacher has the satisfaction of knowing she is tackling her problems with the invaluable assistance of the school's administrative staff, the psycho-educational team of the Title III ESEA Project, the Regional Resource Center, and the parents of the children with whom she works.

Blackwell Public Schools Wesley W. Beck, Jr., Superintendent

AN INNOVATIVE READING READINESS PROGRAM FOR KINDERGARTEN CHILDREN

By
Dorothy Young

INTRODUCTION

The Blackwell Public Schools recognized the need of focusing attention on practices that would provide each child with the most effective initial reading instruction. Therefore, the purpose of the program was directed toward the gathering of information about interrelationships of a variety of perceptual and conceptual tasks which are related to success in beginning reading.

IMPLEMENTATION

The program was started during the first two months of 1975. The entire kindergarten population of the school district was included in the testing and teaching sessions. The 114 children were divided into five kindergarten sections in the four neighborhood schools.

Each child was given the following tests individually in January, 1975:

Illinois Test of Psycholinguistic Abilities, a diagnostic test of psychological and linguistic functioning of the communication processes. The twelve subtests tapped each child's receptive processes which denoted his ability to comprehend visual and auditory symbols. The organizing processes were measured as the child was given an opportunity to relate, organize and manipulate visual or auditory symbols in a meaningful way. The last assessment of the instrument evaluated the child's expressive processes, or ability to use verbal or manual symbols to transmit an idea.

The Peabody Picture Vocabulary Test was used to obtain an estimate of the intellectual potential of each child. This test is a valid and reliable measure of verbal intelligence that provides an efficient practical instrument to screen a large number of children on an individual basis.

The Wechsler Preschool and Primary Scale of Intelligence was designed to cope effectively with the psychometric problems presented in

testing the preschool children. All eleven subtests were utilized in this test that identified the Verbal and Performance Scales of Intelligence.

A supplementary subtest, Digit Span, of the *Wechsler Intelligence Scale for Children,* was used to indicate the child's ability to recall series of digits given both forward and backward.

Another subtest, Visual Memory of Word-Primary Test, of the *Durrell Analysis of Reading Difficulty,* was used to assess the child's ability to match a visual exposure with a similar configuration.

Two reading readiness tests were given to measure the extent to which school beginners have developed in the skills and abilities which contribute to readiness. *The Metropolitan Readiness Tests* and the *Murphy-Durrell Reading Readiness Analysis* were the tests chosen for this information. The *Murphy-Durrell* gave specific measurement of the child's background in phoneme perception, his familiarity with the names of capital and lower-case letters and a learning rate for sight words.

The above instruments were used for measurement of the pre-reading abilities of all the kindergarten children. An attempt was then made to ascertain the modal preference of each child and its relationship to success in learning to read.

During February, 1975, four different methods of reading instruction were presented to each child. One week was required for the teaching of each method. These teaching sessions were conducted in small groups outside the classroom. The *Ray Reading Method Test,* Experimental Edition, (1970), was used in the teaching sessions. The test was developed to provide educators with a technique of evaluating the preferred learning method(s) of children in the process of beginning to read. The four methods are identified as Visual-Auditory, Auditory-Visual, Linguistic Word Structure, and Linguistic-Language Experience.

Each method was presented and evaluated with each child. Four delayed recall scores indicated the most effective way of teaching each child beginning reading. Using the findings from this program, one of the projected goals of the district is to develop and teach the needed pre-reading skills in a sequential manner. Specific emphasis would be placed on skill development related to listening for comprehension of context, listening for auditory discrimination, visual discrimination, oral language skills, motor perceptual skills, and sound-symbol correspondence skills.

EVALUATION

The results from this program will be utilized in future groupings, selection of appropriate materials, and in initiating different methods of teaching reading. It is recommended that this population be followed throughout their school experiences in order that the data might be utilized to predict the most successful methods for beginning reading.

Lawton Public Schools — Hugh Bush, Superintendent

SILENT READING PERIOD

By

Jim Jones

INTRODUCTION

Crosby Park Elementary School is one of thirty-four elementary schools in the Lawton Public School System. Crosby Park operates with the "continuous progress" concept. It has carpeted floors and no interior walls. At the end of the 1974-75 school year, we will have completed two years in the school.

IMPLEMENTATION

Mrs. Evelyn Merkx, the reading consultant for the Lawton Public Schools, and the teachers of Crosby Park School felt a need to stress upon students the importance and pleasure of reading. It was decided that a special time should be set aside each day for a period of 15 minutes when all activities stop while everyone reads the material of their choice. "Everyone" includes the principal, secretary, cooks, custodians, teachers and students.

The theory of this program is to get books, virtually any books, into the hands of children. Recent studies show that many children never see their parents read at home.

The silent reading program was developed by Dr. Lyman Hunt, University of Vermont professor and an authority on individualized reading. The program is also highly recommended by Dr. Tom Barrett, incoming president of the International Reading Association.

EVALUATION

1. Students are checking out more library books.
2. Students at all levels are reading far more books than previously.
3. This program opens the door to building life-long reading habits.
4. Helps reduce mid-winter discipline problems that occur when cold weather keeps students inside.

Muskogee Public Schools — Billy Davis, Superintendent

WORD ANALYSIS PRACTICE

By

Louise Ellison

INTRODUCTION

During the past three years, one phase of our Multi-Media Language Arts Program at Pershing School has been dedicated to strengthening the vocabulary of each fourth, fifth, and sixth grade student.

Most of the sixth graders this year will have completed the three

levels of "Word-Analysis Practice," showing marked improvement from this continued process.

IMPLEMENTATION

Because the "Word-Analysis Practice" is self-administering, diligent work is rewarded by making possible more rapid completion. Initiative in learning comes from the child himself.

The self-correction feature, with supervision, allows correction immediately after writing rather than delaying until the teacher finds time to check.

Meaning is restored directly after analysis. Sometimes phonetic analysis tends to reduce the attention paid to the meaning of words. The "Word-Analysis Practice" card technique restores meaning after analysis by requiring pupils to write the word under proper classification.

The practice with words has six aspects. Every word is analyzed, pronounced, classified by meaning, written, read and spelled.

By working with the Durrell "Word-Analysis Practice" cards, fourth, fifth, and sixth graders at Pershing School have been stimulated and guided in vocabulary growth. By combining the application of phonetics with the use of context clues, growth in both skills is promoted. Use of the cards also contributes effectively to growth in reading power and to improved spelling performance. The cards are largely self-administering, self-scoring, and therefore practical for the busy teacher to use.

There are three sets of thirty cards each in the Intermediate Series: Levels A, B, and C. Level "A" cards contain 720 words and may be used with pupils of low fourth grade reading ability. Levels B and C cards contain 1200 words each and may be used respectively with average pupils of fourth to low fifth, and average fifth to low sixth grade reading ability.

Three boxes of "Word-Analysis Practice" cards, labeled A-B-C, with the sheets are available from each set. The sheets are filled so that the students may select a sheet, read and recognize each word, then decide under which of three suggested categories to classify each one. The pupil then writes each word on his own paper in its proper classification.

To accomplish the task, the pupil must first read and recognize each word. If the word is not in his reading vocabulary, his first attack is phonetic. Since he knows the word must belong under one of the category headings, he has a meaning key he can apply immediately to verify or reject the result of his phonetic analysis. Thus, he uses the combined skill — "Phonetic Analysis" *with* context clue.

EVALUATION

The effectiveness of "Word Analysis Practice" is a direct result of this combined word attack. The most rewarding part of this study is for the student to become aware of his vocabulary growth and use it to help in each subject.

McAlester Public Schools Robert H. LaGrone, Superintendent

KINDERGARTEN READING vs. READING READINESS

By
Mary Latham

INTRODUCTION

Teachers too often refer to the reading program in the kindergarten as "readiness." We say we are teaching "reading readiness" to prepare children for the first grade. We neglect to study the five-year-old child and to observe how he really learns "to read" in kindergarten, and we try to force upon him methods and materials that are more suited to older children. There needs to be no more "readiness" taught in kindergarten than in any other area, as pupils are always getting "ready" for the next step. What is needed is to teach in kindergarten the reading that is suitable for five-year-old children.

It doesn't take too much observation to realize that five-year-olds are busy, active, noisy, curious, creative little people. These natural attributes of childhood should be used to the fullest in our teaching in kindergarten. Think about the skills that are needed before the actual instruction of formal reading is begun. They are visual discrimination, auditory discrimination, sequencing, and comprehension. The skill of speaking in sentences is needed, but how can one learn to speak and converse if the first rule learned at school is silence? The skill of listening not just to the teacher but to classmates, is needed since research indicates that most learning comes from the peer group. Comprehension skills need to be firmly based on as many actual experiences as possible so that the children can internalize the desired concepts. Too many of our materials in the classroom for young children are of the printed and picture type. Before children can do enough abstract thinking to even "read a picture," they must handle things, observe their properties, smell them, and taste them. A kindergarten room should be a place of interesting objects which children can handle. It should be a place where the children can work independently, with other children, with the teacher, or with other adults.

IMPLEMENTATION

A variety of things lend themselves to the teaching of reading at the five-year-old level. The newsboard is a good activity. The teacher writes the interesting news contributed by the children and is then "read" by the children. Many times children speak in phrases, as "pullatooth" and only when they see it written, as on the newboard, will they come to realize that this phrase is really three words. "Talking time," "sharing time," or "show and tell' contribute to the skills of speaking and listening.

The skill of rhyming words is a pre-formal reading skill that should be developed. Make a box of rhyming things for the children to handle either individually or with a group and put actual objects into the box, for example a block and a sock, a star and a car. Pictures of rhyming

objects can follow this as children become a little more abstract in their thinking.

Role playing and dramatizations lend themselves to kindergarten reading. It could be the daily dramatizations in the playhouse or role playing a story such as "Caps for Sale." Children become aware of others' feelings and are helped to define their own role with this kind of activity. Role playing can also create a sense of sequence for a child, which is an important aspect of formal reading.

The listening center can be used advantageously in the area of kindergarten reading as children listen to stories and perhaps follow along with a book.

Children actually read blocks in block play with questions such as, "What size do I need to finish this building?" "What shape can I find to put on the top of my castle?" "How can we get enough blocks to build a pirate ship for six boy pirates?" The teacher is always available to print a sign for any and all needs and to supply tape necessary to mount the signs to the appropriate structures. Then when the blocks are put away, pupils must "read" them in order for them to fit in the proper places. All this is visual discrimination at the five-year-old level. Children "read" the designs in tinker toy patterns, in mosaic tiles, in puzzles, and in pegboards, and all of these are basic skills for five-year-old reading.

The carpentry center is a great place to learn to "read" the five-year-old way. "What can I build with this board and this board?" What better eye-hand coordination in the world than hitting a nail with a hammer? (A carpentry center need not be elaborate. Mine consists of a cardboard box filled with scrap lumber, a can of nails, and two hammers.)

The art center is a natural place for children to learn some of the basic skills for "reading." Painting, clay, cut and paste, and other media are all to promote the basic skills needed for later formal reading. The manipulative center is another area in which these basic skills are developed and strengthened.

EVALUATION

A kindergarten class at work appears to the casual observer as very unstructured, but there is structure. It takes much pre-planning by the teacher to arrange the room, to provide the materials, to help here, to question there, to answer or help find the answers for another. The structure comes from the materials and the expected, and sometimes unexpected, outcomes from them. Children become independent workers; they help each other, they become problem solvers, and they develop initiative.

Above all, we as teachers, need to realize that we are dealing with a special group of children, five-year-olds, who have not reached the developmental stage of abstract thinking.

McAlester Public Schools Robert H. LaGrone, Superintendent

"MORE FUN" BOOK REPORTS

By
Mary Jo Thompson

INTRODUCTION

Book reports are being used in the fourth year reading classes as an enticement to fellow students to read the stories after hearing the book report. To many children who enjoyed reading, writing a book report was a real drudgery, and some of the oral book reports were terribly monotonous, and certainly defeated any purpose to entice readers.

IMPLEMENTATION

Unless a child has a great desire to either write or give orally the usual type of book report, we have had good success with the following choices:

1. The child chooses to give his report pretending he is a reporter on the scene of the story and gives a news flash leading up to the climax.
2. The child may choose to act as a salesman or saleslady to sell the book to the class, being careful not give away the plot, but leaving one with a desire to know the finish of the book.
3. The student may attempt to sell the book with an ad, written and/or illustrated.
4. The student may create a mobile to hang in the classroom, using characters and items of interest from the story.
5. The student may draw a large map of the area of the story, putting in the details of incidents which the reader enjoyed in the story.
6. The student could make a T.V. scroll, narrating the pictures as the scroll is turned.
7. The student could make a tape recording of his oral report and play it back to the class. This was a real success, apparently because of hearing their voices recorded. Both the class and the student giving the report like this very much.
8. The student could choose to write a mystery report, using a mirror to write the message backward, and using a mirror to read it.
9. The student could make and mount on cardboard an illustration of the story to be cut up into a picture puzzle for the class.
10. A student could make a cartoon strip about his story. The favorite characters were stick-men for simplicity, and some made an interesting cartoon type display using Snoopy and "Happiness is —."
11. One student made a touch-and-feel picture in a shoe box with his favorite poem written on the back of the shoe box.
12. A student could choose to dramatize a part of the story to create interest in it, but most children are so anxious to share that they give away the entire story.

EVALUATION

Many of these choices probably took more time in preparation than either the usual written or oral book report; but the child giving the report, as well as his fellow students, enjoyed it more. The fellow students were certainly motivated to read the book to know the climax of the story.

McAlester Public Schools Robert H. LaGrone, Superintendent

SO THIS IS READING

By

Christine Barron

INTRODUCTION

One of my high ambitions in the classroom is to provide a variety of materials and time for learning and improving the reading skills of all the pupils. The students who have no unusual problems in reading enjoy a variety of activities; and the students who are having difficulties in reading are motivated by some special interest area in the variety of materials and activities.

IMPLEMENTATION

The Hoffman reader, which has with it a wide range of stories and practice in word skills, is used once a week. These stories advance in difficulty from third grade to high fifth grade level, and each child or group works on the stories for his or her level.

The controlled reader gives another area of skills improvement. The machine can be set at a speed that is comfortable for the reader. Each reader is trying to improve his speed as well as the areas of comprehension and word forms.

These two mechanical helps for reading can be especially good in many areas for the student with difficulties. The Hoffman reader provides a story teller for the story and a reader for the words being studied. The controlled reader can be set to move very slowly or set to show one line and can be moved manually by the student when he has read the line. Thus, the reader can set his own pace for reading.

To provide still more variety we use SRA reading labs and SRA pilot libraries. The pilot library is geared so that most of those who have great difficulty can find something of interest. Most important, they can find a measure of success and become very excited in their achievements.

In addition to our regular library, we have a shelf containing paper back books of all kinds to provide extra reading for those who need a change of pace, or for those who are waiting their turn at one of the various machine activities.

The regular reading groups use the Economy Series with the activity booklets. These activity booklets promote interest in word structure and other skills because of the very interesting stories and characters. Because

of the high interest the activity booklet becomes a tool to give some real learning experiences in word structure for even the most capable readers, as well as those who have difficulties.

Where does one find room for all this variety of materials and still conduct reading groups daily? In the open classroom concept of our elementary school one can organize well for this variety of activities in reading. There are four classrooms, "open" around a centrally located library or media center very easily accessible to the students of the four classrooms. Scheduling is a cooperative effort among the teachers of the four classrooms.

EVALUATION

In using the variety of activities and materials in this organization, we are attempting to make reading a happy, enjoyable and successful experience for every child.

McAlester Public Schools — Robert H. LaGrone, Superintendent

USING A NEW PROGRAM FOR READING INTEREST

By
Joyce Wright

INTRODUCTION

The McAlester Public Schools have implemented a new program of Indian education this school year. The main emphasis of the program is to meet special educational and health needs of the Indian students and to promote more Indian awareness. This is accomplished mainly through professional people on the staff such as counselors, a nurse, and other educators. Teachers of the McAlester Public Schools are cooperative in making the program and plans of the staff more effective. A committee of Indian parents, known as the Parent Committee, are strong participants in the planning, implementation, and evaluation of the program. The staff has established a resource center for the program with a variety of books, records on Indian legends, films, and filmstrips with cassettes. Since the program is not a regular or assigned teaching course in the curriculum, it is effective only to the extent of the support of the teachers. Visiting specialists on Indian culture are invited into the classrooms of the regular teachers to talk to the students about the Indians and some of their contributions in our society.

IMPLEMENTATION

As a reading teacher, I have taken advantage of the services of this resource center. We are using the Economy reading series, and one of my most successful units was "Ancient Song." In this unit my students read of Indian life on this continent before the settlement of the Europeans. While they broadened their experience with social studies materials, they also increased their vocabularies with words pertaining to Indian culture

by identifying words that signaled time sequence and qualifying phrases, interpreting figurative language, using indexes, and summarizing materials found in the other sources.

Some of the materials used by the visiting specialists were books, records, Indian weaving and loom work, and other miscellaneous craft items. Among the books used were "Indians of North America" from the National Geographic Society, the Choctaw Bible, "Choctaw Little Folk," and the Choctaw dictionary. An album of records of Oklahoma Indian chants was used. We set up a display of mats, shawls, blankets, and items which had been woven by local Indian ladies. Other items in the display were an Indian cradleboard, an assortment of beadwork, and clay pottery.

EVALUATION

The presentations of the visiting specialists and the displays were effective ways to maintain the interest of the children and to motivate them to learn more about the Indian and his culture through reading. My students were so enthused that they have begun a continuous search in our library for other Indian books to read.

Midwest City - Del City Public Schools Dr. Lewis Eubanks, Superintendent

STUDENT SELF-ASSESSMENT TO DEVELOPMENTAL READING

By

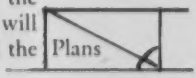
Carolyn Thompson

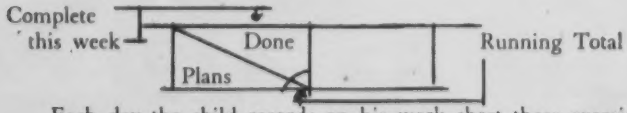
INTRODUCTION

Allowing approximately a week for each reading activity the children are introduced to a particular method (e.g. S.R.A.), tested and leveled, introduced to the manner of working lessons, recording answers, checking and recording their progress. Their achievement is noted closely by the teacher so their achievement is successful and record-keeping accurate.

IMPLEMENTATION

Each Monday the children will make their plans for the week. They plan the number of reading exercises they will finish during that week. On the next Monday they record the totals they have completed.





Each day the child records on his work sheet those exercises he has completed, or page numbers read from book. All records and work is kept in a child's folder.

Each day the teacher moves about the room and:

1) has child read a paragraph from activity he is working on.
2) checks completed activities.
3) notes amount of working time used by individual students.
4) notes success level on activities.
5) makes specific assignments when necessary.
6) has small group activities for children with special needs or for specific skill building and introduction of certain skills.

Children are encouraged to *read* anything. Filmstrips, drama, tapes, comics, paperbacks, and library books are all used to find levels of high interest as well as levels of readability that fits the children's needs.

EVALUATION

The child's "+'s" are recorded on the test sample form and when post-tests are given +'s are added when mastery is shown. This helps the child see where his strengths and weaknesses are and helps him select what kind of activities to concentrate on.

Wakita Public Schools — Alan Livingston, Superintendent

INDIVIDUALIZED MATERIALS FOR DEVELOPMENTAL READING

By

Alvin Jones

INTRODUCTION

The developmental reading program is a systematic presentation of materials suited to each child's individual ability. Materials are provided so that the student may continue his growth in the skills of reading throughout the elementary school years.

IMPLEMENTATION

To implement the developmental reading program, a basic reading series was chosen which was suited to our needs. We tried to select a series which did not leave any gaps in reading skills, and at the same time, provided an organized means of providing for individual reading skills.

In addition to the basic reading series, a variety of supplementary materials are used in the classroom. The following are examples of individualized programs. The SRA Reading Laboratory program allows development of comprehension at an individual rate. The exercises provide for increasing the rate of reading and develops listening skills. The Reader's Digest Skill Builders are also used, and it has been found that these are of high interest to the students and offer material for all levels. It allows the student to evaluate his own work, and then, in conference with the teacher, enables him to improve his areas of weakness. Controlled reading materials for all levels are used along with other types of reading

books. Library books and magazines of individual interest are used, too. It is hoped that by using this variety of material the reader will be stimulated, as well as, reinforced in his reading skills. It is believed that these materials provide another way to individualize the reading program so that the students can progress at their own rate.

For those students which we have determined to have a particular reading problem, a learning disabilities program has been established through a title program. The students which were selected for this program were selected by using a wide range achievement test and an intelligence test. Those students which were shown to have average or potentially average ability but who were low in a subject area were selected for placement in this program. In addition, the classroom teachers' observations were used in assessing the needs of the student.

EVALUATION

1. Achievement tests have shown that significant gains in reading have been made at different grade levels.
2. Test scores show that other areas in the curriculum have also shown a significant gain.
3. Since this is our first year in establishing the learning disabilities program, a formal evaluation of this program has not been made. However, from teachers observations, significant progress has been made with these students in their individual areas of difficulty.
4. Teacher observation marked an increase in interest and enjoyment of reading library books and supplementary material available in the classroom.

Putnam City Public Schools Leo C. Mayfield, Superintendent

DO IT YOURSELF BOOK-MAKING: STUDENT-PRODUCED CHILDREN'S LITERATURE

By
Zoe E. Walker

INTRODUCTION

Self book-making is a technique for developing in students the insight necessary for creating and appreciating literary compositions.

A. Teachers' Objectives:

1. To instill an appreciation of children's literature in all students.
2. To provide the opportunities and motivation for recreational reading.
3. To become excited and relate contageous enthusiasm in regard to studying and writing children's literature.
4. To provide the opportunity for students to experience the positive aspects of creating and sharing their books with younger children.
5. To impart knowledge and provide for skill development in the following areas:

a. Recognizing evolutionary milestones in the history of children's literature.
b. Recognizing various types of children's books.
c. Evaluation of children's literature — the importance of readability, language usuage, format, content, and writing style.
d. The use of library skills — Dewey classification and cataloging; preparing books for library use.
e. Effective oral reading and storytelling techniques.
f. Writing, illustrating, and binding books.

B. Students' Objectives:
1. The student will develop an appreciation of all types of children's books.
2. The student will view reading and writing children's books as an enjoyable experience.
3. The student will develop an appreciation of the evolution of children's literature.
4. The student will be able to demonstrate the skills involved in evaluating, writing, and orally articulating children's books.
5. The student will demonstrate the ability to utilize those skills involved in simple classification, cataloging, and preparing children's books for library use.

IMPLEMENTATION

DEVELOPMENT OF THE UNIT

A. Preparation:
1. Structure available classroom time for instruction, special activities, writing books, etc.
2. Contact and schedule guest professional authors, publishers, and book reviewers for class presentations.
3. Gathering materials:
a. Examples of all types of children's books
b. Handouts:
(1) Instruction sheets and checklists
(2) Vocabulary lists and old readers
(3) Book evaluation instrument
(4) Readability procedure
c. Book-production material
(1) Pencils, rulers, scissors, and glue
(2) Paper (ditto and construction)
(3) Crayons and felt-tip pens
(4) Yarn and scraps of material
(5) Stapler, staples, and hole punch

B. Teaching: Laying the Groundwork for Writing
1. Introduction
State objectives; give an overview of the entire project, the procedures to be followed, the time line established for completion of

each step, and the culminating activities to be participated in by each student.

2. History of children's literature and evolution of specific types of books (using samples).

before 1400

a. How literature began as unwritten folk songs and/or stories passed by word of mouth.

1500's to 1700's

b. The first printed matter designed for children: hornbooks and battledores for *learning* but not for enjoyment.

c. Chapbooks: adventure stories for adults become sought after by children and cause adverse reactions.

d. The religious movement and its influence in England (*Pilgrim's Progress* and other didactic tales).

1697 e. The first touch of cheerfulness.

(1) French fairy tales (*Tales of Mother Goose* and others).

1744 (2) John Newberry — English publisher of children's books.

1719 (3) Defoe — *Robinson Crusoe.*

1726 (4) Swift — *Gulliver's Travels.*

1715 f. Poetry books for children — Isaac Watts and William Blake.

late 1700's and early 1800's

g. The revival of didacticism of the moralistic variety in France, England, and America as a reaction to the proclamations of Rousseau.

1823 to present

h. The dawning of the modern age in children's literature (fairy tales, humorous poetry and stories mythology, and realism).

i. Modern trends — appearance of a greater volume of publication, sales, and more active reading of:

(1) better biographies
(2) poetry books
(3) picture books
(4) informational books

3. Meeting Basic Human Needs Through Children's Literature.

a. *Competence* — the need to achieve (books about realistic heroes who overcome failure and frustration).

b. *Material Security* — the need for physical well-being.

c. *Intellectual Security* — the need to know, to investigate (informational books).

d. *Emotional Security* — the need to love and be loved (books of family life, of human beings and wild animals; pets; romance; and spiritual strength and growth)

e. *Acceptance* — the need to belong (books dealing with individual, family, school, neighborhood, and minority group acceptance help children feel as though they belong and also help them develop as well-wishers of others).

f. *Play* — the need for change (escape from pressures).

g. *Aesthetic Satisfaction* — the need for beauty and order (books which give children glimpses of underprivileged families whose lives are sordid but are dignified by family love and self-respect).

4. Criteria for Evaluating Children's Books* (as a basis on which to judge one's own creation as well as those of others).

a. Basic requirements of all books for young children.

(1) The book must meet the special *needs, interests,* and *reading ability* (or *listening capacity*) of the child or group of children for which it is intended.

(2) *Good Design* — must have adequate and appropriate format (shape, size, type, paper, binding, and general arrangement).

(3) *Competent Writing* (see criteria for "stories" below).

(4) *Attractive Illustrations*

a) truthful interpretation of the text

b) accurate synchronization with the text

c) must contain action

d) bright colors

e) adequate detail

* Since students involved in this project are encouraged to write books only for very young children, it is felt that evaluation of children's literature should be confined to those types of books most appropriate for the target age group (5 - 8 years).

b. Specific criteria for various types of children's literature.

(1) *Stories* (realistic or other).

(a) Adequate *Theme* — strong enough to generate and support a lively plot.

(b) Lively *Plot* — must contain action.

(c) Memorable *Characters* — must be strong and realistic; well defined and unforgettable.

(d) Distinctive *Style.*

1) should sound good when read aloud.

2) should adapt the children's language to his ideas.

3) should surprise and delight the reader.

(2) *Picture Stories* — usually built on one of the following themes: love or reassurance, and satisfying independent achievement.

(a) must meet criteria for attractive illustrations (above).

(b) must meet the criteria for *stories* (below).

(c) the story must be understandable to the very young child.

(d) the story must relate to the basic needs of the very young child and meet these needs through direct or indirect means (human characters or personified animals or objects).

(e) the characters must be strong and believable and easily identified with (from the child's standpoint).
(f) the format must be appropriate for easy manipulation by small hands.

(3) *Poetry*
(a) *Singing Quality* — must have melody, rhythm, and movement.
(b) *Words* — must be sensory, and descriptive, and connotative.
(c) *Content* — must have emotional appeal, be built around a subject as well as ideas, and must add to the meaning.

(4) *Animal Stories*
(a) *Talking Beasts* (ourselves in fur) must be entertaining, have good style, be true to human nature, and be told with lighthearted wisdom.
(b) *Animals as Animals, only Talking*: must be animals with animal problems which are expressed in thoughts and dialogue (as in *Black Beauty*).
(c) Animals as Animals: must be objectively reported; scientifically accurate and convincing; animals must be animals ,with typical animal behavior; can be funny, harrowing, or tragic.

5. Types of read - aloud stories to be considered by students.
a. Fairies and other magic - makers.
(1) Little People — dwarfs, elves, leprechauns.
(2) Giants and Ogres (*Three Billy Goat's Gruff*).
(3) Wise Women, Witches, and Wizards (fairy godmothers, etc.).
(4) Fairy Animals (*Puss 'in Boots*).
(5) Magic Objects (flutes, fiddles, etc.).
(6) Enchanted People (*Rapunzel*).
b. Modern Fanciful Tales.
(1) Criteria for judging.
(a) good story pattern.
(b) good writing style.
(c) lively characterization.
(d) sincerity.
(e) directness.
(2) Types of Modern Fanciful Tales (including Hans C. Andersen's).
(a) Modern adaptations of old tales.
(b) Modern tales (new stories) told in folk - tale style.
(c) Humorous.
(d) Inanimate objects personified.
(e) Talking beast.
(f) Fantasy (allegories and others).

(g) Space fantasy.
(h) Machinery personified.

6. Readability
   a. Vocabulary Lists — using old reading texts (PP—Level 21), the Spache, or others, introduce students to the concept of maintaining a controlled vocabulary:
      (1) Give rationale.
      (2) Discuss lists and examine words.
      (3) Differentiate between those books to be written for silent reading by the young child and those to be read aloud by the older student to the young child, and give requirements for readability of the former and listening capacity for the latter.
   b. Readability Formula
      (1) Have students to *Try Readability* on several books of the level in which he feels he wants to write.
      (2) Introduce the concept - load factor, giving the rationale for control and means by which this is accomplished.

C. Planning and Writing the Book.
   1. Formulation of Story or Theme.
      a. Select specific child or age group for which the book is to be written.
      b. Consider the specific needs and interests of the child or group.
      c. Decide whether the book is to be read *by* the child or *to* him.
      d. Consider vocabulary control, concept control, etc.
      e. Talk to the child or group to discover the needs, and interests to be considered.
      f. Select topic, theme, and plot.
      g. Create and name characters.
      h. Write the story or theme in one or two sentences.
   2. Format Procedure.
      a. Decide upon the various elements of format to be utilized.
      b. Write a work copy of the story on scrap paper to consider spacing, size of print, etc.
      c. Revise and correct all errors in grammar, mechanics, and vocabulary level.
      d. Try the story out on a child of the appropriate age to determine effectiveness.
      e. Consider materials to be used in making the cover.
      f. Consider binding methods.
   3. Illustrations
      a. Decide on art media to be used.
      b. Determine the kind of illustration to be placed on each page.
      c. Draw a rough sketch of each illustration to determine paper spacing and synchronization with the story.
      d. Determine cover design and sketch.

4. The Final Copy.
   a. Write title and introductory pages.
   b. Write and illustrate final copy.
   c. Proofread and correct all errors.
   d. Make cover.
   e. Write information to appear on the inside cover.
      (1) front: synopsis of book with leading question or statement to build interest.
      (2) back: "something about the author" — autobiographical sketch (1 or 2 paragraphs) with a photograph or self-portrait.

D. Culminating Activities
   1. Have students evaluate their own books, using a simple evaluation form.
   2. Have students read their books to the class (on a voluntary basis).
   3. Arrange with teachers of appropriate age groups for students to read their books to primary children.
   4. Display books in school library.
   5. Have those students who are willing to donate their books to the classroom library make preparations for a checkout system (label and attach pockets, cards, and make title, author, and subject cards for the card catalogue).

      (Those books written with well-controlled vocabulary and good style make excellent readers for lower-grade students and can be checked out to teachers for this purpose).

EVALUATION

A. Teacher Self-Evaluation:

The teacher will profit by a self-evaluation based on her/his own objectives for the execution of this project. Suggestions for future short-cuts discovered or improvements needed should be written and placed in a folder to be utilized when the project is taught again.

B. Student Evaluation:

In addition to self-evaluation of children's books completed, students should be given the opportunity to evaluate the entire project and make suggestions for future improvements. The following questions reveal valuable information:

1. Did you enjoy this project?
2. What did you like about it?
3. What did you dislike about it?
4. What suggestions do you have for improving the methods, presentation, content, or activities?

Weatherford Public Schools *Dr. Audie W. Woodard, Superintendent*

THE "BOOK BREAK"

By

Olene Tyler

INTRODUCTION

Children are living in a day of miracles and marvels, in a day of *doing* instead of *reading*. They do not have to read for thrills because they live with them. The reading idea must be sold to children as any other value is sold to them. If reading is a satisfying experience to a modern child, he works at it; if it means little to him, he needs some guidance. Perhaps, just to help him choose a book on his reading grade level and a subject of his interest will be enough. This has been accomplished through our free reading time.

As the teachers of the West Elementary School were searching for an activity which would benefit the most students, they decided on the "book break" project. Since it has been pointed out that a student who spends approximately 11,000 hours in school will spend an estimated 22,000 watching T.V., thus inhibiting the development of reading books.

IMPLEMENTATION

Although T.V. does have much to offer, the teachers felt the "book break" would involve every student. The student may choose the type reading material in which he is most interested and which is on his reading level.

The "book break" idea has been well accepted by the sixth graders. It has been found that the project has created a greater interest in reading than ever before. Prior to the book break and the completion of our new central library, it was difficult to get the students to read. Now, it seems they do not have enough books to keep them occupied. They are learning to check out more books so that they are better supplied than previously.

The central library is a pleasant and interesting place for the children to choose a book of their choice. Having a central library has encouraged many of my students to check out more books. They especially enjoy the paperback books. They have discovered reading on their own can be fun.

The students are very enthusiastic about this program and the special reading period has been an asset to the school. They look forward to the once a week activity: "Monday Book Break" from 2:40 - 3:10. Each student is very concerned about having a book to read at this time. The teachers read and if a parent were to come, he would be invited to participate. It is a very relaxing time of the day and quiet reigns throughout the building as regular classroom and work activities halt for this thirty minutes.

EVALUATION

There is nothing like a book to bring experiences to people and

research indicates wide reading is the best vocabulary builder. We hope this will be true as a result of "book break."

Ponca City Public Schools Dr. Allen Robson, Superintendent

HAPPINESS IS READING

By
Eleanor Kurtz

INTRODUCTION

Happiness is Reading! The joy the child expresses when he realizes he can read can and should be continued.

Every child is interested in something. Finding that interest may not be easy, but it will be worth the time and effort spent in securing various books for him to browse through. And how delighted he is to have the book he *wants* to read.

IMPLEMENTATION

My room is the Reading Room. It's considered remedial reading. For a child to feel that he is being "sent" because he's not good in reading can be detrimental. Our Principal, Larry Leatherman, and our teachers at Liberty Elementary School all try to make each child feel that to "get to go" to reading is simply great.

One way I've worked at making it "great" for these children is to add new books every week or two.

The Ponca City Library cooperates beautifully with the public school teachers. The library makes it possible for any teacher to continually check out many books. It would be impossible for any elementary classroom to have all the library books that might appeal to the children. But to check out 20 to 50 books every week or two keeps an ever-new supply at hand.

In my classroom the child has the opportunity to have free reading when he finishes his individualized reading assignment. Fortunately, my classes are small. This makes it less difficult to have a large number of books that will be of interest to the child. He is also encouraged to check out books to read at home.

Most of the books are the easy-to-read type. To be able to read an entire book in a short time is a rewarding experience, especially for a "poor" reader.

A good place to read is a necessity. To have books to read, but a poor reading environment is discouraging to the student.

First we obtained a soft inviting chair one could curl up in. It can hold two children, but that is sometimes disruptive. Next we fashioned a 4' x 4' box padded with thick carpet and some cushions. A step-over type doorway, and a covering of bright wallpaper in a patchwork design finished our "Reading Box." This has proven to be the most popular reading

spot of all. Some comments from children concerning it have been: "I'm going to make me a reading box at home. Could I take it home with me for the summer? I can read better here than any place!"

EVALUATION

1. More children are reading more.
2. An increased desire to do one's work well so he can read.

SUCCESSFUL VENTURES IN ELEMENTARY AND SECONDARY EDUCATION MISCELLANEOUS

Picher-Cardin Public Schools — Jess Fronterhouse, Superintendent

ELEMENTARY LIBRARY

By
Joan Hight

INTRODUCTION

Although we only have approximately 3,500 books in our centralized library, we circulate over 14,000 books during the school year.

Strangely enough, over 80% of the books checked out of our library are non-fiction! Most of the books are from the 300's, 500's, 700's, and the 900's. We think this shows a good deal of interest, seriousness, and maturity.

IMPLEMENTATION

Teachers have reported that students are reading about one-third more books this year than previously. On the whole, their choice of books are very good to excellent — depending on their purpose for selecting a certain book. More of the intermediate students choose the easy books than we would wish, but perhaps the illustrations are fascinating to that particular student.

We never tell a student he cannot have a certain book, but we do try to encourage a variety of interests on the proper reading level. To say "no" would discourage the student from reading, perhaps even repress his reading progress, and would certainly defeat the purpose of a library. What is important is that the student has a book in his hands.

Bulletin boards, using book jackets from the library, are put up in the various classrooms to stimulate interest in a particular subject or unit the classroom is working on. Most of the instructors require oral and written book reports. They also have reading contests — giving rewards for the most books read. Some instructors read aloud to their class, while in other classrooms, the students take turns reading aloud.

EVALUATION

The library uses bulletin boards and book displays to encourage interest in little used or new subject areas such as poetry, careers, and

ecology. We also get inquiries about new books from lists which we distribute to each instructor. When the students visit the library, many want to discuss a certain book with the librarian. This interest gives her an opportunity to suggest other books to the students.

We find that the students are interested in reading, reading more, and that their choice of subject matter has greatly improved.

McAlester Public Schools Robert H. LaGrone, Superintendent

LOOK WHO'S MINDING THE BUSINESS — FOURTH GRADE PUPILS

By
Virginia Parker

INTRODUCTION

On April 9, 1975, the pupils in the fourth grade classes of the Emerson Elementary School, received an on-the-job training trip to local businesses of the City of McAlester as a pivot point in the basic curriculum to motivate the pupils in reading, writing, spelling, and science classes. Doing the actual work made a difference, they learned the real meaning of a job and a business. The business and professional people of the community were quite willing to cooperate with the pupils in this unique experience for them.

IMPLEMENTATION

During the preceding week the children hovered over resource materials, each gleaning facts about the business or profession he or she had chosen for the following Wednesday from 8:30 to 11:30 a.m. The local business people were extremely receptive to the idea of helping children to learn about job opportunities and how their own operations work. Each child wrote a research paper concerning his or her special job. The next assignment was to make a list of all the questions the pupil would like to ask the "boss" on Wednesday. On-the-job behavior was discussed with the children, and introductions were a part of the preparations. The children learned to "introduce" themselves through role playing.

An adult on the job was paired with each student. Jobs which were pursued were nurses (RN, LPN, school nurse, and occupational nurse), fireman, police, doctor, bank teller, restaurant owner, data processing or computer operators, laboratory technician, x-ray technician, broadcaster, director of recreation and parks, and others.

After the pupils returned from the Wednesday morning on the jobs, a jam session was held so that each child had a chance to tell all of the happenings of the morning. A report was written evaluating all of their learning experiences on the job, and they compared the facts they received with the information gained from resource materials.

Mrs. Greta Wheeler, the economic education coordinator for the

school system, was very helpful in this class project. The children, Mrs. Wheeler, and Miss Beale planned the entire program in a cooperative effort.

EVALUATION

The goal of this program was "motivation for all." We feel this goal was accomplished successfully. A program of this type requires careful planning for the safety and welfare of the children. It certainly is worth all the extra time and effort that it entails.

McAlester Public Schools Robert H. LaGrone, Superintendent

MANIPULATIVE (NOT BULLETIN) BOARDS

By

Olga Jane Beale

INTRODUCTION

What shall we do with the bulletin boards? This is a perennial question. In the regular classroom they may not create a problem, because they are ideal for displaying students' work. However, when you teach a special subject or as a specialist you work with individuals or very small groups, it sometimes becomes more difficult to display work. Often there isn't enough work available. You may have wonderful bulletin board space available with nothing to display on it.

Last summer, while attending graduate school, it was noticed that some university instructor was having her class do somehing with the bulletin board space in each room. Each week a different activity appeared on the boards, and each time the activity was one that almost all children in the elementary grades could manipulate. The idea was that the child would read the directions given on the board and then manipulate the activity. The activities were usually geared toward reading, but they could be designed for other learning areas.

IMPLEMENTATION

I came back to my reading lab this school year with enthusiasm to try manipulative boards. The ideas have not been as elaborate as those viewed last summer, but the effectiveness has been great. Much time can be spent making such activities, but by looking around the classrooms one can find many items to use. For instance, all elementary rooms have a set of manuscript letters, or they can be made in a jiffy. Place these letters in a sack and tack the sack to the manipulative board. Then tack up three empty sacks (paper or plastic) and label one "curved", a second "straight", and the third "both". The directions might say, "Take a letter and see if it is curved, straight, or both, and place it in the proper sack." It is very easy to make another activity by placing pictures in a row across the top of the board and pinning a string to each picture. Then place some letters in a row across the bottom of the board. The directions might read, "At-

tach the string to the letter that begins the word." Sometimes small objects or materials that can be easily felt can be used. The ideas are as limitless and as numerous as the imagination and the worksheets from which activities can be obtained.

EVALUATION

It is difficult to evaluate such a thing as pupil interest, but it is obvious that the pupils are now more attentive to the boards in my room than they were in the past. They enjoy getting involved with them. They always try the new activities, attempting to read and follow the directions. Sometimes they are successful in interpreting and doing the activities, and sometimes they are not; but if they try and do it wrong, the boards are very easy to correct. You simply undo it and start again.

Sapulpa Public Schools Dr. John Martin, Superintendent

REMEDIAL TEACHING IS BASICALLY GOOD TEACHING

By
Mary M. Brown

INTRODUCTION

Remedial teaching is basically good teaching. The teacher takes a child where he is and seeks to bring the child to increased standards of competence. Remediation is based on careful diagnosis and geared to the needs and interests of the child.

Remediation is threefold. First it attempts to do away with ineffective habits which were incorrectly learned and to teach those skills so they are performed correctly. Second, it teaches skills which were never learned but are vitally needed for good reading. Third, after the basic skills for learning to read are developed, remediation should help the child catch up on the material he had not learned because he kept getting further and further behind. Remediation is concerned with doing away with bad habits, establishing good habits, and bringing the child's achievement up to a learning expectancy level.

IMPLEMENTATION

Remediation begins with a competent diagnosis of the reading and learning deficiency. Diagnosis will not only identify the general area of deficiency, such as "phonics," but will also detect the specific error patterns, such as "difficulty with consonant blends." Clinicians who skip the step of diagnostic teaching place themselves in the position of drawing faulty conclusions.

Diagnosis, when done in an interested and kindly manner, can often be a satisfying experience for both student and teacher. The student likes the individual attention and frequently is greatly encouraged to see his progress in his own reading skills. A student is motivated when he is allowed to see his record of reading achievements. Remedial students are

often surprisingly mature in accepting information about their faults or lack of specific skills. Whereas good teachers correctly emphasize progress rather than lack of skills, realistic appraisals are frequently helpful, too. Students are told, "This tells us what to do next."

DIAGNOSTIC FOLDER

One convenient way to record and keep diagnostic data is to use an ordinary file folder for each remedial case. This contains information, educational tests, an analysis of reading habits and a summary of progress. Keeping diagnostic information in this way provides an outline for diagnostic procedure, furnishes a guide for efforts to remove a pupil's handicaps, and, most important, maps out the remedial teaching program. As each session is "set up", folders are placed on each students desk. The folders contain information and plans involved in every session.

LESSON CONTENT

Remedial teachers have to build their own lesson plans starting from scratch and without help from a teacher's manual. They should keep five basic areas of instructural approach and lesson content in mind.

1. Oral reading
2. Silent reading
3. Phonics
4. Basic vocabulary
5. Comprehension

Not every lesson will cover every one of these areas, but all five areas are covered in at least two lessons. Instruction should be varied and spiced with as much variety as the teacher can devise. As a general rule, remedial teachers should carry on at least three different activities per hour.

All work and no play might not always make Johnnie a dull boy, but is can cause dull reading lessons. Try to end every session with a game. A little humor and levity injected will help children find a new appreciation for reading.

ACTIVITIES

Evaluation. An interesting evaluation procedure is to tape record a student's oral reading and file it away for a few months; then have the student read the same passage into the tape recorder again.

Rhythm reading. This is very helpful and fun with students who are word readers. Select a short book with repetitive phrases such as, "Dee and the bee, the bee and Dee . . ., " we snap our fingers and tap our feet and "read with a rhythm." This can be varied by taping a rhythmic 4/4 rhythm on the organ. Students love it!

Prefix and suffix relay. This game will reinforce and provide drill after the skill has been taught. Make 3 or 4 syllable words on 3 x 5 cards, cut them into syllables and put each word in an envelope. These can be used individually but more excitement and fun is created by relay teams. Divide into two teams. Give each child an envelope. When the teacher says "go," the first child runs to the goal line, arranges his word . . . after an OK from the teacher, runs back to touch the next teammate so he may run

to the goal line to arrange his word. The team who arranges all words first wins.

Checkers. Type Dolch words on masking tape and place them on the squares where the checkers are to be placed and moved, print each word right side up and upside down so both players can read it. The children play checkers in the usual way, but they must be able to read the word or they cannot move into that space.

Sequence. Paste Sunday cartoons on a cardboard, cut them in pieces, and put them into an envelope. Students must place them in the correct sequence to read them.

Word Banks. After testing children on the Dolch words and Edward Fry's "Instant Words," the words missed are put on one side of a 3 x 5 card. The child dictates a sentence which is written on back of the card. They are placed in 3 x 5 file boxes. This provides a natural opportunity for meaningful word drills. Index cards in the box also teach the child to alphabetize.

Experience stories. Following an experience with one child generates discussion. As the child relates his experience, the teacher writes his story accepting the child's use of dialect. If the sentence is "I see two dogs," and the child says, "I see two dog," accept it without correction. By so doing, meaning is being stressed and language is accepted. Do not change the child's systax (e.g., if the child says, "I ain't got none," it should be written as he says it). To change his contribution to "I don't have any" is a correction and denies the principle of acceptance.

Duplicate the story as soon as possible, making at least two copies for each child. Place one copy in the child's folder to become reading material for the children. The second copy can be used for skill development. Children are also motivated when they see their own experience stories on an overhead projector.

Library trips. After an enthusiastic exposure to many good books, trips to the Public Library are motivating and fun. It was especially rewarding last year when one group of older students requested permission from their Principal to go to the library on their lunch breaks.

Newspaper. A TV Guide from the Sunday newspaper can be used to help children handle varying amounts of printed material and to respond to tasks of varying difficulty. For example, the child can be asked:

1. What show is offered on Channel 2 at seven o'clock on Tuesday evening.
2. What sports are offered on Saturday?
3. Select four movies you would like to watch during the week.
4. Take 1½ hours per night and schedule your own television watching for the week.

The use of newspaper articles, want ads, telephone yellow pages, cookbooks, shop manuals, and catalogues can be developed similarly by starting with a specific activity requiring a minimum of reading and moving toward extended activities. Children in remedial programs can

relate easily and enthusiastically to materials such as these, although they might tend to turn off book reading.

EVALUATION

1. 95% of the remedial reading students are reading far more books than previously.
2. Achievement tests show marked gains in reading.
3. Children are happier, and have a better self-concept as a result of notable reading progress.
4. The City Librarian notes that the spring library visits carry over through the summer months.

Henryetta Public Schools — Lyle Berryhill, Superintendent

VOCAL MUSIC

By

D. C. Riley

INTRODUCTION

In November, 1974, plans were made to initiate a special bicentennial program including members of the junior and senior high school choirs and a high school brass ensemble with percussion. This led to the presentation of the first bicentennial special at our school entitled "Our Country 'Tis of Thee" by Ruth Roberts and William Katz, arranged by Walter Ehret.

IMPLEMENTATION

Preparation for the program included securing the assistance of our local Henryetta Bicentennial Committee under the direction of Mr. Floyd Holbrook. He became our contact with the State Bicentennial chairman and secured statewide recognition for our program by having our program approved as an official State Bicentennial observance.

We were also informed that federal funds were available in this program through our State office on a matching basis. We then secured funds for costuming, decorating and promotional expenses. Our high school journalism class, with the aid of our local newspaper, printed fine programs at a minimal cost to us.

Additional help was secured in the promotional area from both KHEN (local radio station) and the Henryetta Free Lance (local newspaper). In addition to promoting the program, the owner of KHEN made a tape of our dress rehearsal and provided an opportunity to sell tapes of the concert at the door. All this was done free of any charge. The tape was then sponsored by merchants in the community and was played by the radio station the following day at 8:00 a.m. and 4:00 p.m.

Two local banks and the Kiwanis Club supported our effort by providing savings bonds as special concert gifts.

The bicentennial committee officially invited dignitaries from our State to take part in our celebration.

Contact was then made with the publishing company to obtain performance rights and to obtain free use of slides depicting the History of our Nation, provided by the White House Historical Society.

With these preparations underway, a joint choir was formed from the senior high and junior high choruses, totalling approximately 125 voices. A speaking chorus of 35 students came from the general music class, a brass and percussion ensemble was added by high school musicians, and a dance group from the seventh grade vocal music department added choreography. Duo piano accompaniment was provided by a ninth grade student and a local professional piano teacher. Oklahoma State Tech in Okmulgee donated the telegraph key used in part of the production.

EVALUATION

In our estimation the program was highly successful, since we drew 1,000 members of our community to the concert. The students, through the words of the score and the narrative, were able to see the positive things our country has accomplished in the past two hundred years.

Many in our community became personally involved in the production. As a result, an adult bicentennial choir and band have been formed to celebrate the Nation's two hundredth birthday and represent Henryetta in special dedicatory and commemorative programs.

Watonga Public Schools — Dr. Charles L. Weber, Superintendent

DEVELOPMENTAL FIRST GRADE

By
Mildred Winter

INTRODUCTION

The developmental first grade was formed from the individuals who scored lowest on the Metropolitan Achievement and Vane Kindergarten Tests. We had thirteen of these and one child who had not attended kindergarten.

These children all had problems. Some were severely handicapped by perception difficulties, some had very poor vision, some had marked hearing loss, some had IQ scores in the slow learner and borderline range, some had seemingly indifferent parents, and some overprotective parents. Often a combination of several of these problems would be apparent in the case of one individual child.

IMPLEMENTATION

It is believed that to be self-supporting adults in a competitive society, children need to begin early to achieve whatever degree of academic excellence they are capable of, to form good study habits and begin to develop self-reliance.

The year began for these children very much the same as with any first grade. Much was expected from them. The objective was to prepare each one for the second grade. It took a lot of what every first grader needs plus an extra measure of patience and repetition.

Some of the basic things upon which we structured this class were:
Security — Each child had a desk of his own so that he had a secure place to be, and work individually, and learn to depend upon himself.
Order — First graders are easily overstimulated. They need help to screen the essential from the nonessential.
Routine — They enjoy knowing when they will be doing what. This helps to avoid wasted time. The actual minutes spent in learning to read are few in comparison to the number of minutes in an average lifetime during which the child will need to use his reading skills. Time is precious and each minute important.
Lesson Plans — Progression of learning steps as outlined in teacher's manuals for the books used. A minimum of "busy work."
Aesthetic — The children are introduced to such values as music, art, and good reading materials.
Incentive — Perfect papers are honored with colored stars and posted on bulletin boards. Sometimes winners of letter games or number games are awarded suckers or M and M's.

EVALUATION

An analysis of the fourteen class members showed an average composite gain of 38% at the end of the 1975 school year. The 1974 school year showed a 31% as the highest rank, while 31% was recorded as the *lowest* rank during the 1975 term.

A breakdown of the class in the Houghton-Mifflin Reading Series reveals that:

1 finished level 5
9 finished level 4
3 finished level 3A
1 left us in September and returned in April. She is working on 1A.

Gans Public Schools — Charles E. Smith, Superintendent

SOCIAL EDUCATION

By
Shirley Garrison
Wanda "Pat" Ransom

INTRODUCTION

Gans High School is blessed in at least two ways. Not only is it located in Oklahoma's beautiful Green Country, but it is also fortunate enough to have a superintendent who is fully certified as a high school counselor. This may not seem so important at first glance, but Mr. Smith's

insight into student motivation has prompted the initiation of perhaps the most innovative program in Oklahoma.

IMPLEMENTATION

The boys and girls at Gans High School are not treated as a group of specimen who are to be experimented with as white mice in a maze. They are each given ample opportunity to excel in whatever area they feel at ease. After they do excel, they are praised for their accomplishments, thus reinforcing the behavior the school wishes to prevail.

One recent example of this wide range of accomplishment backed by Gans High is the winning of a Grand Champion Award at the Northeast Oklahoma Industrial Arts Fair by Carlene Scott, a sophomore girl. Carlene's comment about the award exemplifies the spirit which prevails at Gans. She said, "Well, I can't play ball since my knee is gone, but look what I did all by myself — no help from anyone." This spirit of success makes the Gans School program work.

Gans began a "Social Education" program in the spring of 1972. Mr. Smith and the faculty were in agreement that their weakest area upon high school graduation was their social behavior. This program was met with almost as much enthusiasm as a visit from Elvis Presley would have been.

To implement the program, Mr. Smith assigned Wanda "Pat" Ransom, Gans Home Economics Instructor, the task of instructing the students and faculty in the art of eating in an acceptable manner no matter where or with whom they chanced to dine. Practically every student in school appreciated knowing just this much of the proper way to behave.

The male faculty members held seminars with the boys to begin their transformation from their social development level to socially acceptable levels. Some of these seminars covered acceptable dress, acceptable behavior on a date, and acceptable behavior in public. This information, added to the acceptable table manners, gave the boys at Gans School the knowledge necessary to become socially acceptable young men.

To instruct the young ladies of Gans in the same basic areas plus charm, Mr. Smith engaged two ladies from the Fort Smith Charm School to hold seminars. These ladies were then backed up by area ladies who are recognized for their charm and grace.

Since Gans has no hair or dress code, Mr. Smith invited Roger Huxley, of the Caballero in Fort Smith, Arkansas to give a demonstration of hair styling in an assembly. When Roger asked for six boys and girls to volunteer, he expected to plead for them. Instead, he was forced to turn down at least twenty.

Even with the dissemination of the proper ways to conduct themselves, the boys and girls from Gans were not socially superior. To achieve the desired positive change in attitude and the social acceptability Mr. Smith wanted the Gans students to possess, it was decided that the faculty

and student body would have to live the example daily. Here as in church, "as I say, not as I do" would not work.

EVALUATION

The program has been in effect for three years, and the results are fantastic. Boys and girls from Gans make such an impression that restaurant owners call them the best young people who have ever visited in a group. People who visit comment on how well-mannered the student body of Gans School is. Dr. Leslie Fisher, State Superintendent, called Gans one of the best schools in Oklahoma, an honor which thrilled everyone from Superintendent Smith to the head start pupils.

Perhaps a comment by Debbie Russell, a junior student, sums up the whole program better than any other. Debbie credits her exposure to our social education program with this comment, "I honestly believe I could feel at ease eating with the Governor of Oklahoma because I know what I'm supposed to do."

Marlow Public Schools Harold T. Wingfield, Superintendent

GYMNASTICS IN A SMALL HIGH SCHOOL

By
Don Boice

INTRODUCTION

Generally in life those things that are built on a solid foundation will last longer, and the final results or outcome can be more productive and rewarding.

As we look around us, we see individuals of many shapes and sizes. Some are strong, some weak; some flexible, some not so flexible; some are agile, while others move a bit slower; and some have more interest and drive than others. All of these individuals cannot excel in gymnastics, but all can have success to some degree at some level. As you teach the sport, keep in mind that everyone in a given group can do a limited amount of gymnastics.

IMPLEMENTATION

When the program began in Marlow it was just a tumbling class and has progressed to a complete gymnastics program with many of the students enrolling for their fourth year. Students are classified into three different group due to their ability, not their age.

The first group is physical fitness, rhythmatic gymnastics, and classifies students for half time shows for basketball games with mass floor exercise. The second group is the Kiwanis Club, Lions Club, and J.C.'s. The third and last group is competitive gymnastics, and is the smallest group.

EVALUATION

To move efficiently with grace, dignity, rhythm, and form is perhaps the goal of all physically active children. Gymnastics lends itself to development of the body which responds at will, which moves with rhythmical accuracy, and which is effiminate in quality.

It is hoped that with more information about gymnastics, better programs in schools and recreation centers will be developed. Gymnastics is a self-motivated activity which, through proper instruction, is necessary for safe and correct development of the body.

Ponca City Public Schools Dr. Allen Robson, Superintendent

A LEARNING DISABILITY PROGRAM FOR AN ELEMENTARY SCHOOL

By
Sandy Mieie

INTRODUCTION

For the most part the room appears as any other schoolroom, although on the bookshelf is a sign reading, "With God all things are possible." One child is listening to earphones; another is studying cards at a partitioned desk; another is typing; another is reading aloud. All the children seem to be working individually at their own pace. Learning tools in the room are distinctive. There are earphones, overhead projectors and a language machine. Homemade devices such as clay and sand trays for spelling have been created to aid in correcting perceptual problems peculiar to children with learning disabilities.

The children in this classroom are enrolled in a special program at the Ponca City Learning Center designed to aid each to compensate for his learning defects. The Center, a coordinated effort between the Bi-State Mental Health Clinic and the Ponca City School System, is located at Woodlands Elementary School. Although the students have average or above average IQ, they have some perceptual and/or motor problems which seem to impede learning. A look at the Ponca City Program may give a better general understanding of Learning Disabilities.

In the past these youngsters and others like them, who are not mentally retarded, were allowed to flounder in public school classrooms. Because they did not adapt readily to traditional classroom procedures, they were thought to have little potential for learning. (History has disproved this theory with Thomas Edison, Winston Churchill, and Albert Einstein who had intelligence on the genius level but were afflicted with certain perceptual brain disfunctions.)

Through state and local chapters of the American Association for Children with Learning Disabilities and federal aid, fallacies of learning disabilities are being rectified and special classes established. The classes are based on the proved theory that the child can be separated from his

regular class and, through special techniques, devices, and personal attention, educated to compensate for his disabilities.

IMPLEMENTATION

Established in 1971, the program in Ponca City offers a half day of classes at the Learning Center to 40 children; for the other half day students are bused to their regular classroom. Any behavior or learning problems are gradually improved so that children can later return to the traditional classroom. The Learning Center stresses special training in visual, auditory, and motor perceptual activities as well as the academic skills of reading, writing, arithmetic, spelling, and language. Each child works from a lesson plan specifically designed to fit his individual needs. Together, student and teacher select the auditory and visual learning method best suited to the child's needs.

Says Learning Cener teacher, Mrs. Pat Kennedy, "We never deal in abstracts. We always use the most concrete method of getting the concept across. If one way doesn't seem effective, we will try another."

Mrs. Pam Allison, former Learning Center teacher, describes the learning process this way. "It's kind of like a telephone switchboard. All the wires are there, but if they're plugged in the wrong places the connection is not made.Our job is to find the right place to 'plug in' the child so he can learn."

Behavioral growth is promoted in the Learning Center through behavior modification techniques. Free time and other privileges must be earned by completion of daily work and by good behavior. Contracts between teacher and student for completion of a certain task motivate the child, as well as reinforce his positive self-image. "Happy-Grams" given to each student on Friday in praise of his weekly accomplishments provide a source of encouragement. Another reward for work completed is free time to use the games and educational toys and the "motor room," a room filled with gym equipment for correction of motor perceptual problems.

Miss Judy Thomas, Learning Center teacher, says, "Rewards are very important. They provide the motivation these students often lack."

In the classroom Jane, an LD student, confronts Mrs. Kennedy with a problem she is having dividing words into syllables. Mrs. Kennedy shows Jane her mistake, encourages her and Jane returns contentedly to her seat.

"Jane is a prime example of our major problem." Mrs. Kennedy says. "The whole therapy with Jane has been stressing a good self-concept. She doesn't have much support at home and continually uses her disability as an excuse. I try to stress with her and all my students that all of us have learning disabilities of some kind, but we can get around them."

Miss Thomas adds, "We concentrate on this area more than any other. These children are very discouraged, and our major focus is on encouraging them that they can learn. I let them lead me by working through their strengths and around their weaknesses."

Mrs. Kennedy states, "Before any remediation in learning begins, the child must first believe he can learn. We strive to provide the child with as many successful experiences as possible. We attempt to provide him with positive reinforcement by praising him for what he can do rather than emphasizing what he can't."

Since all work at the Learning Center is individualized, competitive letter grades are not given. Each child is evaluated constantly according to his own progress and ability level rather than by age or grade. His time with the program is not predetermined. Generally, a child is enrolled at the Learning Center from six months to three years.

The earliest possible diagnosis and treatment of learning disabilities is vital. For example, one of the Learning Center students showed signs of perceptual and behavioral problems at an early age. She was medically diagnosed as having problems involving her chromosomes, was given glucose tests and received medication and special corrective diets. At this time the child was tested and found to have an intelligence level slightly below normal. After some time on a waiting list, she is now receiving learning disability training.

"She was extremely blocked by her self-image and insecurity about learning," her mother explains, "But her teachers and principals have all worked toward raising her self-concept. I am quite satisfied with what is being done for her. Its been a great adjustment for us all, and her attitude isn't always the best, but we are very happy with the class."

EVALUATION

Thousands of children just like this little girl could become productive citizens if they could benefit from a Learning Disabilities program. An observer can see that Mrs. Kennedy believes, "With God all things are possible." She often hands visitors to the Center a prayer which begins: "Please, Dear God, You have seen fit to give us children with learning disabilities. Please, now, lead us in the proper way to bring them to maturity." . . . And the prayer ends: "And then, help us Dig In! And Work! and Work! and Work! To help You to accomplish all these things."

Millwood Public Schools L. W. Good, Superintendent

HIGH SCHOOL WORK STUDY PROGRAM

By

Donald R. Teague

INTRODUCTION

A work study program is a high school special education class. The students in the work study class attend a half day of class and are employed the second half. In the class they study Math, Social Studies, English and Science.

The work study program was begun at Millwood to help better meet

the needs of a special group of young men and women. This group had experienced and were experiencing failure in the regular classroom. The failure appeared to take on a catalytic nature in that it facilitated a multitude of various behavioral problems. After observance of this small group of students' needs Mr. L. W. Good, Superintendent of Schools, began to investigate the possibility of a work study program. After talking with several school administrators, State Department personnel and teachers of functioning programs, Mr. Good began to implement such a program at Millwood.

IMPLEMENTATION

The first step was to secure a teacher that was familiar with such a program and perceived the needs as did the administration. Having done this, the program began to take shape in the summer of 1973 for the following school year. Students' records were searched for possible prospects and a list was compiled.

Regular classroom teachers were asked to contribute such information as related to the following questions:

1. Do you feel this student is failing because of lack of ability or effort?
2. Do you feel this student would profit from a work study class?
3. Do you know of any other students you feel would benefit from such a program?

Having gotten the proper information from regular teachers each student that still remained a candidate for the class was spoken to on an individual basis. The program was thoroughly explained to the student and the student was then asked if he or she would be interested in such a program. Each student that demonstrated an interest in the program was then tested with the appropriate Wechsler.

An appointment for a conference was made with the parents of each student who qualified for the program. The parents met with Mr. Donald Edwards, the school principal, their child, and the work study teacher. It was then decided if this would be an advantageous route for their child to follow.

After entering the class in the fall each student was given a series of tests to determine his academic level. Individual work programs were created for students whom it was felt would benefit from this approach. Some students obtained jobs on their own, while others secured jobs with the help of their teacher.

Students not only receive grades from their class work, they are also graded for their performance on the job. Most students work on jobs that deal with the public and it is felt they gain greatly from this.

The program was devised not only to help the student in the classroom but to also help with such things as attendance, attitude toward self and, in general, the world in which they live. Evaluation in the classroom is not difficult to obtain; however, the affective areas are more difficult

and it is felt they can best be judged by the overt behavior of the student. It has been demonstrated on follow-up testing that the student performs better on standardized test. They show more interest in the classroom and have gained a much better command of their subject areas. It should be pointed out however, that these students are not, and most likely will not be, up with their regular classmates. The work study program is not and was not intended to be a remedial class. This does not mean that the student is isolated from the student body as a whole. At every opportunity when the student has demonstrated the ability, he or she is mainstreamed back into the regular class. This action, it is felt, provides the student with a feeling of belonging.

EVALUATION

The improvement in attitude is evident in the students overall attendance. Students have shown in the past two years that they have learned to secure and hold jobs, deal with the public and keep track of their money.

While the program is certainly not a cure-all it has provided an opportunity for a few students to stay in school and graduate, perhaps with a better feel for the world of work.

Wilburton Public Schools P. J. Smith, Superintendent

A DREAM CAME TRUE

By
Laurita Quaid

INTRODUCTION

In Wilburton High School a dream came true!

For several years, the English teachers in Wilburton High School had discussed the fact that we needed to do more creative writing in our classes, and we had even "dreamed" of putting together a small anthology of our students' writing. Each year, we had a few students who showed us some of their work and we sometimes sent it to be considered for publication. We were always pleased when something was accepted, but somehow we felt that we should be doing something more. This was the way things were until last spring!

IMPLEMENTATION

In the fall, we had participated in the Poet-in-the-School Program, sponsored by the Oklahoma Arts and Humanities Council. This was a very successful project for us, because many of our students then realized that they could write, and that they had something worth saying. This was a "spark" that later became a "forest fire."

Later in the year, we discussed, with the students, the possibility of putting together an anthology. Almost every day, they would inquire about it. "When will it be finished?" "Whose work will be included?"

"Who gets a copy?" Several students who had come from other schools brought copies of anthologies, and when our students saw these, they became excited with the idea of "their own book."

We used various means to get the students to write. Of course, some did not have to be encouraged. They just "wrote" and brought it to us. We used pictures, filmstrips, music, group discussions, and "quiet" times to an advantage. We sometimes started with similes and metaphors, and those turned into colorful sentences or phrases, or even short poems. We experimented with simple forms such as haiku. To our surprise, we found that some of the low-achievers who were not interested in any other phase of the Language-Arts program, did an excellent job of expressing their ideas in this manner. It was a thrill to hear some of these students say, "Let's write again today!"

When we had collected the poems, short stories, and examples of figurative language, student-typists typed them on master units. When the typing was finished, several of our "artistic" students did illustrations on the pages, and a cover page was also made. On our office mimeograph machine, we made several hundred copies of each page. When these were finished, we stapled them together and bound them with book-binding tape.

Then someone colored the illustrations and the cover of one of the books, and the race was on! Everyone wanted his book bound and colored. We set up an assembly-line in the library and gave strict orders that no copies were to leave the library until they were properly issued! When we noticed that copies were disappearing, we found (to our delight) that some students had slipped copies from the library to their lockers. These were persuaded to bring them back for finishing. The books were guarded zealously and are considered "treasures" by many of the students.

EVALUATION

The anthology was a tremendous hit! We sent one to the vocational agriculture teacher, who had asked for one. He came down to see if we had an extra copy, so he could give it to someone else. Our high school principal thought it was the best thing that we had ever done. He wanted to put a copy in the trophy case. Our superintendent was equally enthusiastic, and so were the school board members. Townspeople stopped us on the street and commented that it was the best one of its kind they had ever seen.

Like Topsy, it "just grew"! We had no idea when we started, that we would be so successful. Almost one hundred percent of our students became enthusiastic about the project, and contributed to our anthology. We believe that this was the most "successful venture" we have undertaken. Before we were even finished, we were making plans for next year's anthology. At the present time, our second Anthology is almost ready to be put together and students and teachers alike are extremely excited about it.

SELF SELECTION CENTERS IN KINDERGARTEN

By
Rubye Jo Crowder

INTRODUCTION

We are fortunate to have not only a large classroom, but also one well equipped with large tables for children to work with freedom at the centers.

To designate the centers, bright colored "Pringle Potato Chip" cans are used. Painted "Formica Samples" are constructed to match the cans. A plastic string bought at the "Hobbie Shop" was made into a necklace to be worn around the child's neck to designate the center they chose.

The centers are changed each week. A variety of interesting materials are in each of the eight centers. This is an example of a week of centers: listening to stories at the tape recorder, (I have taped many stories), three must-do centers, readiness area, numerals, pattern construction concepts and color patterns. Alphabet matching, numeral matching, clay, colors, shapes and pattern repetition are examples of other activities. This is only a sample of material used in the centers. Things that are used depends on the time of year and the maturity of the children. This offers more freedom for children and keeps their interest at a high level.

IMPLEMENTATION

The centers are set up before class time. When the children come into the room they sit on the rug. Each center is explained then a march is played, (this can be done on the piano or record player), the children march around the room looking at the centers and when the music stops they sit and think about which center they want to work in. They choose a necklace to match the center, place it around their neck and go to the center. The timer is set for ten minutes, when the bell rings the students hang their necklace on a hook, choose another, and go to a different center. This gives the teacher a chance to observe and help individual children. Centers are worked in one period each day.

EVALUATION

The children have shown great enthusiasm for working with learning materials in the centers. This gives the children more freedom and a feeling of enjoyment in accompanying learning activities. We have a very relaxed classroom and the children look forward to coming to school to participate in the center work.

Helena-Goltry Public Schools Charles W. Worthen, Superintendent

CAREER EDUCATION

By

Karen Kunkel

INTRODUCTION

Helena-Goltry High School chose 1975 as the year to introduce "Career Education," a course designed to expose the student to diverse career options.

Both students and community expressed a desire for the school curriculum to offer a variable, expanded view of job opportunities in the present society. Career Education was created to answer this need.

IMPLEMENTATION

The class structure was informal. There was no assigned homework or tests. Each student was graded individually on his or her own progress. No single text was elected for the class but a diverse assortment of media was compiled to be surveyed and evaluated by the students.

The basic source of material for the class was the *S.R.A. Vocational Guidance Kit.* This kit contains ten (10) pamphlets covering such topics as "Choosing Your Career," "School Subjects and Jobs," "Do Your Dreams Match Your Talents?" Each student reviewed these pamphlets during the semester. Other sources reviewed by the students were the *Occupational Library,* and the 1975 edition of *Oklahoma View Printouts,* published by the State Department of Vocational and Technical Education. The main form of review for these sources was brief summaries.

Each student compiled individual notebooks. These were comprised of clippings or summaries of articles concerning jobs, job training, and benefits from sources such as newspapers, magazines, and television. Other individual projects that the student chose were interviews with local people in various occupations, research papers on a chosen occupation, or pamphlet files.

Guest speakers such as a banker, beautician, psychologist, teacher, veterinarian, military recruiter, nurse, and computer technician, presented informal lectures followed by question and answer sessions. Additional information on career opportunities and benefits was provided by films and field trips.

Student evaluation was made individually at two week intervals by means of private conferences between the student and teacher. At the end of the semester a career presentation will be made by each student to the class.

Throughout the semester the goal of career education is to provide a well-rounded view of the world of work. Emphasis is placed on training and ability required for specific careers. Technical as well as professional careers are stressed.

EVALUATION

1. Students enrolled in Career Education gain insight into advantages and disadvantages concerning careers.
2. Students realize what employers look for when interviewing a prospective employee.
3. By allowing them to work at their own pace and choose their own materials, the teachers are assured that the students will derive benefits from exploring their own interests.
4. Students increase their awareness of actual employer-employee situations.

Antlers Public Schools — Jon R. Edwards, Superintendent

HANDWRITING

By
Mattie L. Clymer

INTRODUCTION

This teaching venture was undertaken in the fifth and sixth grade writing classes where writing style and self-expression were being taught. Style in this area of study denoted: words and sentences written neatly with correct capitalization and puncuation, even margins, idented paragraphs, clean and complete erasures, and legibility.

IMPLEMENTATION

Our school paper, The *Blue and Gold*, has been published since its beginning as one issue per month for the entire school. The sponsor of the paper, a high school English teacher, noticed a great waste of the papers among elementary students. She was willing to sponsor a paper for the elementary grades if enough reading material could be made available. The elementary teachers were willing to cooperate, and each assumed a portion of the responsibility. Each issue featured the work of designated grades such as: grades one and two in one issue, three and four in one issue, and grades five and six shared an issue.

Preparation of articles by the fifth and sixth grades were used as a teaching method in developing writing style and self-expression. In the beginning, a field trip to the *Blue and Gold* office was arranged for each class. The sponsor of the paper and the student editor explained and demonstrated the steps in publishing a paper from the time the articles are received from the students until the paper is ready for distribution.

The students were told, due to limited space and time, all articles received could not be published, but those chosen would be selected on the basis of neatness, legibility, interest, originality, and imagination. The material would be printed as received, no editing, because parents and other students wanted to see and read the actual work of the student. This was a great motivating factor. Students care what their parents and peers think of their ability to perform.

The students wrote everything from school and home experiences to poetry and jokes. The ones who failed to have articles published, worked harder to produce more acceptable material. Similar experiences were surely encountered in other grades as well as other areas of study such as art. The paper always included one page of student original drawings. Each time the paper was published, the students were excited and quick to enjoy, yet evaluate, their own work as well as the work of others. Many are hopeful of becoming student editors when they enter high school.

Copies of the elementary *Blue and Gold* will be bound and placed in the fifth and sixth grade library to become a matter of history, example, and easy interesting reading.

EVALUATION

1. Quality of style and expression in writing improved. Students are better able to evaluate their own work.
2. Elementary school paper published for the first time.
3. Students in all grade levels as well as parents, are reading the school paper far more than previously. This we believe also improves public relations.
4. Less waste of school publications.

Enid Public Schools — Don W. Bloom, Superintendent

LEARNING CENTERS

By
Geneva Powell

INTRODUCTION

Education is a lifetime investment. It is our duty to provide experiences for children which will lead to emotional, economical, social, and political adjustment in a democratic way of life. The essence of this program is to aid each student in the improvement of his abilities in reading and mathematics skills. It is important that these students find success each day, because studies prove there is a correlation between self-concept and academic success.

IMPLEMENTATION

The prescriptive concept is used to implement the corrective procedures for each individual child. Each child has his own individual folder. Various machines and methods are utilized by the teachers in the learning centers.

The learning centers are located in our eight Title I schools. To be eligible for the center, a child must be two levels below his actual grade placement as shown on standardized tests. The elementary counselor provides additional services by testing and guidance.

LANGUAGE MASTER

The Language Master provides multiple skills needed for reading

and mathematics. Sound blending, beginning phonetic skills, consonant blends, word building and word analysis techniques are examples of the reading concepts taught. Mathematical computational skills are reinforced. Additional skills the child acquires include working independently, stimulus from visual and auditory recognition combined with immediate reinforcement and sequencing from the procedure required to operate the machine.

SYSTEM 80

System 80 is designed to stress elements that are common to every basal learning program. It serves as a reinforcement to any ongoing curriculum in mathematics or reading. Each child follows his own lesson plan, progresses at his own rate, and covers only the material he needs.

CONTROLLED READER

Controlled Reader is a support program in the curriculum of major skilled areas. It stresses visual efficiency, perceptual accuracy, left to right progression, and attention span. In reading, it stresses reading rate, vocabulary study, comprehension skills, and study habits. In mathematics the objective is to give a balance between concept and skill development. Emphasis is on computational skills, basic facts of addition, subtraction, multiplication and division. It has both written and oral responses.

CASSETTE PLAYER

Cassettes are probably used more in our schools than any one machine. There is a wealth of good reading and mathematics materials being published. It can be used as small instruction or as individual work. Many children enjoy reading into the cassette and then listening to themselves when they would not read the story otherwise. We have had great success because it can be auditory and visual.

OVERHEAD PROJECTOR

The Overhead Projector is used in building mathematics skills and vocabulary skills. It is very effective and a time saver for the teacher and student. It can be used instead of the ditto sheet or the blackboard. It is motivational because it is different and children like a change.

TYPEWRITERS

Fifth and sixth grade students are taught the touch typing method and through it eagerly learn many new words. Vocabulary is enriched by discussion of words in the textbook, as well as phrases and sentences on teacher-prepared transparencies projected for group or individual use.

Use of scrambled words, scrambled sentences, sentence completion exercises, omitted vowels and unfinished stories are a few of the activities used that are favorites with students.

The extra stimulus of action, combined with sight and rhythm, creates a learning situation enjoyable to the child.

FLASH X

Students enjoy using Flash X Machines individually to develop eye-

span, fewer eye fixations, regressions and more precise eye control. It helps to develop accuracy in word recognition, numerical sequence, spelling words and mathematics facts.

SIGHT WORDS

An effective way to teach sight words to children who have good visual memory is with word cards.

Make word cards of unknown words. Hold up the card and have the child make three oral sentences while looking at the word. Have him repeat the word. Put that card face down.

Some children can take five or more words a day and some only one or two. Give as many words as the child can tolerate.

PHONICS

A symbol-sound relationship for letters is needed to unlock words independently. Before sound blending can be learned, a child must be able to hear the sounds in words. Training can begin with phonetically regular words with which the child is familiar. Typical activities include training in hearing rhymes, hearing consonant beginning sounds, and hearing medial vowel sounds in words.

These are a few of the techiques and machines that are used in our learning centers to help the child attain success. Success breeds success. Success depends on motivation. Success depends on the teacher. The teacher must have warmth, enthusiasm and organization. With success, self concept zooms and enthusiasm just happens.

EVALUATION

1. An increase in mathematics and reading levels are evident through testing.
2. Individual students are checked periodically to determine further needs.
3. The students are happier since they are able to find success on their own level.
4. The students look forward to going to the learning centers. They enjoy the multi-media material and watching their progress.
5. The students are learning to recognize their weaknesses, and are willing to work in these areas.
6. Careful analysis will continue to determine what improvements may be made in the future.
7. With success and improvement of self-concept, enthusiasm is evident.

Sapulpa Public Schools — Dr. John Martin, Superintendent

MULTI-ACTIVITIES APPROACH TO PHYSICAL EDUCATION

By
Lana Kite

INTRODUCTION

The Sapulpa High School Physical Education Department opened the 1975-76 school term with a new look. The new look was developed, not

for the sake of change alone, but out of the *need* for change. Previously, physical education was a dumping ground for over-flow students on the junior and senior levels. It was required of all sophomore students to enroll in required or elective physical education. They were given a general education in team and individual sports. The rationale for the change was:

Good students were not enrolling in physical education
An opportunity to specialize was needed
More interesting areas needed to be covered
Co-educational classes could be offered
Nine week blocks could add more interest.

IMPLEMENTATION

Activities for the first and fourth nine weeks are outdoor sports because of warmer temperatures.

The activities included were chosen by a survey of the 75-76 sophomore, junior and senior classes. The new curriculum did not require any additional funding since all equipment and facilities were already in use in traditional physical education classes.

Each period the student can choose one of three activities. It can be team or individual, co-educational or activities designed specifically for males or females.

Activities offered during the 1975-76 school term:

Beginning Motor Cycle: Riding and Safety

Archery and Riflery

Team Sports. Girls

Team Sports: Boys
Football
Soccer
Softball
Basketball

Boys Conditioning:
Exercises
Weight Training
Running

Swimming:
Senior Lifesaving and W.S.I.
Beginning
Intermediate
Diving

Net Games:
Badminton
Table Tennis
Volleyball

Girls Conditioning:
Aerobic
Running
Exercises

Boys Gymnastics:
Trampoline
Parallel Bars
Tumbling

Dancing:
Folk
Modern
Square

Gymnastics (Advanced Gym) for Girls:
Uneven Parallel Bars
Balance Beam
Trampoline
Floor Exercises

If a student stays in physical education for a year, he or she can elect four different courses or can specialize in one course such as swimming or gymnastics or dance.

EVALUATION

Only those students who want a particular activity will enroll, thus creating a better teaching atmosphere.

Testing will be more structured, with written and practical exams given every nine weeks.

The better students will be challenged in this course of study.

Muskogee Public Schools — Billy R. Davis, Superintendent

"GETTING IT TOGETHER" WITH MUSIC

By
Donna Featherston

INTRODUCTION

Who can ever forget the time they were in a play? But 94 students in one production? How gullible can a teacher be?!

Working as many students as possible into a production is not the easiest way, but chances to be included in such an experience get fewer each year as students move along in school.

With much cooperation from all areas of learning, our musical production of "The Prince and the Pauper" proved to be an interesting as well as an exciting avenue of learning.

IMPLEMENTATION

When given basic instructions on the attire of the period, the students displayed their innovative imaginations in the costumes they acquired for the production. All the students, as well as the properties crew, helped find necessary clothes for costumes of that period of "Merry Old England." Wigs were fashioned of cotton-batting for the "lords" and the paupers clothes had the added "rips" put in them to show the great differences between the classes of people.

The language arts department assisted with the interpretation of lines and projection of voices.

From regular class instruction in tumbling, Mrs. Eddie Jeffries, the P.E. instructor, developed a routine with tumblers and jugglers which highlighted the festive opening of the play.

Students in the art classes of Mrs. Gary Chapman assisted in preparing scenery and props which she had designed.

Students with instrumental music instruction volunteered for special parts such as "Royal Trumpeters" and the flutists who played the stately music of the court. Student piano accompanists were also utilized.

Highlights of "The Prince and the Pauper" were televised for a local community festival. This added to the students feeling of achievement in their venture.

EVALUATION

The experiences presented in a production of this nature provided growth in diversified areas. The instructors felt the interaction in such a large group was very valuable. Many instances of respect for others rights and self-discipline were evidenced, as well as the self-confidence of indi-

viduals being raised to high levels. Unexpected personalities blossomed overnight. All these benefits as well as the pure entertainment in the final productions were well worth every effort put forth. Try it! You'll agree!

Muskogee Public Schools — Billy R. Davis, Superintendent

WHEN ALL ELSE FAILS

By

Lenore A. Beard

INTRODUCTION

Nobody seemed to know why Tom would never settle down and work as most of the other students did in the 6th grade language arts class. He was perfectly capable of completing any of the assignments made by the teacher, yet he persisted in "goofing off" — sometimes making a feeble effort and other times doing nothing. When there was a topic to research, he would get in a group where someone else did all the work, and he contributed only his presence which was usually distracting.

IMPLEMENTATION

It was time for book reports, and the students were encouraged to report on their reading in some way other than the conventional written report. Many suggestions were given such as: a peep-box, diorama, frieze, skit, table top scene or a tape recording. The media librarian had just received a U-film-it kit which was added to the list of ideas and put on the table for use by anyone who was interested.

Tom was immediately interested. Since no one in the school had made a filmstrip before, he would be the first producer. He was told to read the instructions carefully and follow them exactly. He had read a book entitled *How to Make Your Own Movies* which he was using for his report. Reversing the usual situation, Tom became the leader of a group of three boys who combined their efforts to make a filmstrip. Tom led in planning what would be portrayed in each frame and proceeded with enthusiasm to illustrate the important parts of the book. Other students were impressed with Tom's artistic ability. The narration was taped with background music.

Upon finishing his "assignment," Tom asked if he could write his own story and make a filmstrip of it. He thought it would be fun to do one for a lower grade and show it to them.

EVALUATION

Because of his success in this area, Tom has gained confidence in his ability to perform with his peers, and has become a participating student, rather than an indifferent one. His work and attitude has improved in all of his classes.

We have no illusions of having a potential Walt Disney or Charles

Schulz, but in providing an outlet for a student's interest and aptitude, we have helped to solve one of his problems and ours too. The benefits have far exceeded the very nominal cost of the filmstrip kit. Tom has helped others to make filmstrips and teachers have found numerous ways of using their own original filmstrips in teaching.

Muskogee Public Schools — Billy R. Davis, Superintendent

"FAMOUS PEOPLE AND FAMOUS WORDS"

By

Glenda Burgess

INTRODUCTION

Kindergarten is a world of discoveries for the young child. Our play was a "discovery" made by my class during a coin examination and discussion when one child asked the question "Who is the man on the penny?" The children observed that each coin had a different picture. In the discussions that followed, many things were discovered by the children.

The answers to "why" the pictures were there seemed to fascinate them. This led easily into role-playing. From this activity our play became a reality. It is an original play planned and written by the children and myself.

IMPLEMENTATION

The part of each famous person was matched to the child's personality and body action. Each child took home a copy of the play and a picture of the famous person he was to portray. The parents agreed to provide the costume for their child. An aide and I made hats to go with each costume.

This is the final production: (Uncle Sam was the narrator. Each child portrayed his part.)

Uncle Sam: "These are the people that made me, Uncle Sam, famous."

George Washington: "I was first in war and first in peace."

Martha Washington: "I was the First Lady of our country."

Samuel Adams: "No taxation without representation! Now dump the tea!" (accompanied by Indians carrying boxes of tea)

Patrick Henry: "Give me liberty or give me death!"

Betsy Ross: "How many stars belong on the flag? Oh, yes, 13 stars." (carrying flag)

Squanto: "I taught them to use fish to grow better crops." (with fish)

Francis Scott Key: "I see they have made my poem into a song and called it the *Star Spangled Banner.*" (carrying pen and paper)

Paul Revere: "The British are coming! The British are coming!" (on a stick horse)

Davy Crockett: "I killed me a 'bar' when I was only three." (with play rifle)
Abraham Lincoln: "I shall call my speech 'The Gettysburg Address'."
George Washington Carver: "I would live to make many things from peanuts." (with peanuts)
Thomas Edison: "I invented the light bulb, but don't ask how I did it." (carrying light bulb)
Ben Franklin: "I hope I don't get too big of an electric shock." (with kite and key)
Thomas Jefferson: "I wrote the Declaration of Independence." (carrying quill)
Theodore Roosevelt: "Carry a big stick, but speak softly."
John Kennedy: "Ask not what your country can do for you, but what you can do for your country."
All children sang the closing song. SING — SING A SONG:

Sing — Sing a Song —
Sing out loud — Sing out strong.
Sing — all good things — not bad.
Sing — of happy — not sad.
Sing — Sing a Song —
Make it simple — to last your whole life long.
Don't worry about it's not good enough — for anyone else to hear.
Sing — Sing a Song —
La, La, La, La, La, La, La, La,
La, La, La, La, La, La, La, La,
La

EVALUATION

The values gained from this venture are unlimited. The original objective of learning our money system cannot be overlooked. The famous people and famous words from our American Heritage became a reality for these children.

Each child grew in self-confidence and self-esteem. One would have had to have seen all the preceding activities and the play itself to fully appreciate its worth.

Ponca City Public Schools — Dr. Allen Robson, Superintendent

ECONOMICS UNIT ON THE MARKETS

By

Stan Hoffmeyer

INTRODUCTION

The unit was introduced with a discussion of basic background information on the stock market, the vocabulary used, the symbols used to report, and implications of the daily reports. Also included in the intro-

duction was a look at various types of corporations in America and specific examples of these types.

IMPLEMENTATION

The students were each given an allowance of $1000 to spend solely on stocks.They were permitted to choose any one company or several companies that they felt were sound investments. They were then instructed to record the sale price on the particular day on which they bought their stock. These were placed on a graph which they kept current by following the stock market report in the local newspaper posted on a special "stock board" each day. The graphs were checked periodically to assure accuracy and build enthusiasm.

EVALUATION

At the end of six weeks the stocks were sold and the profit or loss was calculated. The enthusiasm generated, however, kept the students' interest in "their" stocks for many weeks after the culmination of the class activity.

Ponca City Public Schools — Dr. Allen Robson, Superintendent

A TOUR OF JAPAN

By

Stan Hoffmeyer

INTRODUCTION

Using a social studies unit on Japan as a basis the students were told that a rich uncle had given enough money for the class to go on a tour of Japan and that he had even deposited in individual bank accounts the spending money to be used on the trip. It was therefore their responsibility to plan each detail of the tour.

IMPLEMENTATION

In order to accomplish this, students would be working in groups. Each student would choose one "work" group and its corresponding "study" group. Five groups were named:

1) treasury — to decide amount of money deposited in accounts, make checks for each student, prepare bank account records on each account, and act as bank when checks were used.
2) transportation — to plan the itinerary with group 4, determine a daily schedule by researching maps for distance, finding plane schedules or other mode of travel needed to reach chosen destination.
3) requirements — to make passports for all students using actual passport as example, assign number to each passport and keep record to be checked at various times during tour.
4) guides — determine with group 2 points of interest to be visited, then

research as much information on each place as possible which would be shared with class at designated point on the schedule.

5) decoration — plan displays of books, pictures, objects, etc. from Japan; find people who would allow us to use various objects or come in personally to show them; decorate the classroom in the atmosphere of Japan.

Each of these groups also studied one aspect of the Japanese culture: 1) geography and economics, 2) education and the arts, 3) family life in the society, 4) religion and philosophy, and 5) government — past and present. The information found was shared at an appropriate time on the scheduled tour.

Included in the itinerary was time to go shopping. Everything was bought by check which brought in the proper way to write checks. This necessitated the student keeping an accurate bank account.

Many library books based on Japan were brought into the room. Approximately one week was spent in preparation. When everything was ready, we "took off." A simulated plane ride was enacted. The daily schedule was then followed for the next week. During this time "customs agents" checked to make sure that no one had lost their passport. The unit culminated in returning to America. Before doing so one final purchase was made that cleared bank accounts.

EVALUATION

A short written quiz was given over information gathered. An evaluation of work methods and results was made by the students.

Ponca City Public Schools — Dr. Allen Robson, Superintendent

IDEAS FOR BEGINNING YOUR OWN LISTENING CENTER

By
Marcene Nelson

INTRODUCTION

Our classroom is arranged with a variety of centers which include many interesting things to do and learn. The listening center is a large table equipped with eight earphones and chairs.

IMPLEMENTATION

Listening tapes were recorded by the instructor. Lessons were recorded that would help fourth grade students to further develop basic skills, such as writing answers to number facts in mathematics, listening skills, and working with prepared ditto sheets on various homeroom subjects. Spelling words were also taped with a few basic instructions. Some stories were recorded to be listened to just for fun.

After observing the students using the tapes mentioned above, it was decided to tape some lessons that would combine the use of the overhead projector and the tape recorder. After much thought and planning, it was

found that English provided many opportunities for this. For example, groups of words to alphabetize, paragraphs to correct, sentences to punctuate, and words for usage were all good types of exercises to show on the overhead projector, while students listened to brief taped instructions they could easily follow. All types of math problems worked well for this, too.

If several readers in the same subject areas could be interested in making and sharing tapes with each other, a tape library could be built very quickly. Sharing and working together can be fun and meaningful for all.

For many of the lessons, the students are placed into three or four groups. The groups are rotated allowing individuals to visit different centers and small group activities. This also frees the teacher to work with individuals or a small group of students.

If a student is absent and the lesson is recorded (such as a Listening Skill Builder in SRA), it is possible to have him make up the lesson at a later and more convenient time for him.

EVALUATION

The students have shown great enthusiasm for working with materials in the centers. The greater classroom freedom attained from having centers contributes to a high enjoyment level for all. It lends itself to a more relaxed classroom atmosphere. Certain papers can be evaluated by the students as well as the teacher. Listening skills are improving also.

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